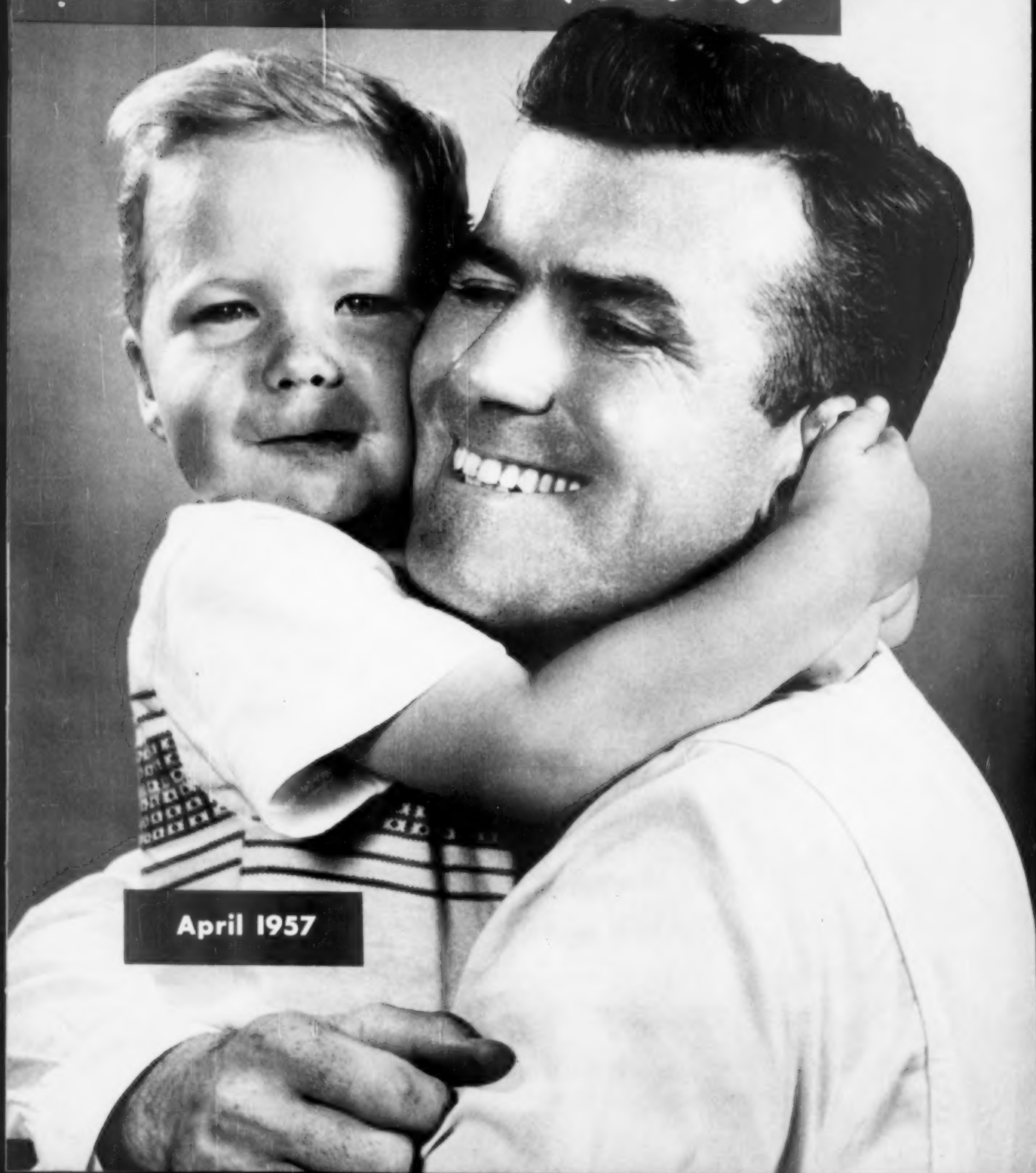


THE P.T.A. MAGAZINE

National Parent-Teacher



April 1957

Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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When Easter Comes





THE PRESIDENT'S MESSAGE

THE ANNUAL UPHEAVAL known as spring cleaning is about to strike in thousands of households. This firmly established institution can be exceedingly rough on odds and ends that accumulate from one springtide to the next. But that is the purpose of spring cleaning—to cope with accumulations.

Households where the seasonal cleanup is taken seriously are likely to end up with a mound of assorted castoffs ruthlessly dislodged from attic, basement, garage, closet—especially in families that tend to hold on to bits of this and that, from old shirt buttons to old theater programs. And what family is entirely free of these tendencies?

The tradition of spring cleaning, then, is firmly entrenched, providing at least some protection against runaway hoarding of remnants and relics. No calendar, however, sets aside an open season for sorting and sifting the collections of infantile attitudes and habits that pile up with the years. Difficult as it may be, this kind of appraisal seems well worth venturing now and then. And perhaps Eastertime deserves a nomination as the season for setting oneself this task.

Maturity, one of the key words of our age, is a goal toward which all of us aspire who have some grasp of its meaning and importance. Yet we shall move toward maturity much faster if we take the time to sort through the emotional compartments of our lives, discarding whatever we should have outgrown. And the chances are that, however long we have clung to certain habits, we shall find that they are excess baggage we can well afford to lose.

Some men and women make it a custom to carry along with them every hurt, every disappointment they have ever known. More than this, they seem to specialize in collecting these experiences. They dig them out and drag them along as part of their daily baggage. Small wonder that they cannot stand up under the load.

The mature adult, we have learned from both spiritual and psychiatric insights, does not allow himself to become the victim of his hostility. Nor does he carry a crippling burden of remorse for the wrongs he has done. Neither does he hold grimly to bitter memories of wrongs that may have been done to him. In any useful assessment of self, disabling habits like these will be recognized and marked for discard. We expect children to outgrow their infantile behavior. Shouldn't we also expect grownups to let go of immature patterns of behavior?

This kind of emotional housecleaning can be painful, but once it has been carried out, the way is clear for new strength and new serenity—for the work that lies ahead, for the people who have need of us, for the human adventure that is part of a healthy life.

Easter is a miracle of seeing life afresh. It is also a time of seeing ourselves afresh and of holding ourselves ready for the miracle of rebirth.

President, National Congress of Parents and Teachers

Any adult with a good memory can recall the time when children were pushed into independence as early as possible. Today, although young people are confronted with responsibilities greater and graver than any age has ever known, we still have need to ask ourselves, "Are we delaying youth's progress toward independence—emotional and economic?"

To throw light on this question we called upon three well-known persons, distinguished in three different fields:

A psychiatrist; author of The Adolescent and His World and The Happy Child.

A publisher who is a leader in nation-wide programs on behalf of better schools.

A specialist in child development and family living.



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A FORUM-IN-PRINT

Are We Prolonging Youth's Dependence?

Not If We Encourage Him To Make Trial Runs

IRENE M. JOSSELYN, M.D.

Psychiatrist

Staff Member, Chicago Institute for Psychoanalysis

AS WE COMPARE the past and present generations, we see that, generally speaking, the child today can anticipate a longer period of dependency on others than could the child of the past. This applies both to his basic needs for survival and to his need for guidance in (or control of) his behavior. Our child labor and compulsory school-attendance laws force dependency upon the young adolescent, whether he wishes it or not. For most young people adolescence has become, as far as external circumstances are concerned, an extension of childhood rather than a short passageway between childhood and adulthood.

Current psychological theories stress the importance of a long period of dependent security in order to assure a child's healthy growth into maturity. While today's young person is very different from yesterday's, much of what his world offers and demands of him is similar to the experience of the past.

It can be argued that as a result of such prolonged dependency a young person will find so much pleasure in his cotton-lined nest that he will lose all desire to leave it. Never having faced responsibility for himself and others and never having suffered the consequences of his own faulty judgment or inade-

quacies, he will be poorly equipped to deal with adult problems. Hence he will remain dependent upon others, if they are available. If they are not, he will flounder into adulthood, unable to cope with the demands the world imposes upon him because his pattern of behavior is serviceable only to a child.

Such an outcome of extended dependency, however, is not inevitable. The typical adolescent has a strong urge to achieve independent status for himself. If parents understand this urge, the prolonging of opportunities for dependent gratification can be wisely used to aid rather than cripple his efforts to grow up.

As the adolescent struggles to reach independence, he frequently exposes himself to situations, real or fantasied, that are beyond his ability to handle—or at least appear so to him. He then retreats, and turns to the security of a more dependent relationship with others. If in so doing he finds he can rely upon them, he will regain his sense of security. This security will in turn enable him to make another try at greater independence.

A prolonged period of dependency thus gives the adolescent a strong sense of safety while he tests his ability to deal with his trial runs as an adult. An emotional atmosphere that offers such continuity of dependency provides a home base to which the adolescent adventurer can return. It does not forbid his venturing beyond that home base but rather encourages the exploration.

The adolescent may, however, find that the gratifying dependency he seeks is really a trap from which he cannot escape. Under the guise of providing security for him, his parents may not permit him to venture forth. He is never allowed to take leave of his childhood. Instead he remains confined behind the bars of "Father and Mother know best." It is, then, not the prolonging of dependency but rather the lack of opportunity to experiment independently that stunts his emotional growth.

An adolescent may cling to his family or other adults either because he is fearful of abandoning his dependency or because he is ill equipped to survive without it. This often happens when his parents' definition of independence exacts too much of him. He faces a situation comparable to that of a person who is told that he can learn to drive a car if he will first build a car. Unable to achieve the latter task, he abandons the former wish. Parents at times quite unintentionally stifle the adolescent's wish to live more on his own by demanding that he take the step with seven-league boots or not at all. As long as the step is made so difficult, and if there is no absolute need to take it anyway, it is not surprising that the boy or girl abandons the impulse to step away from childhood. In such an instance the chance to extend the period of dependency invites a crippling of personality.

In theory, longer dependency should help many adolescents, through parallel educational experiences, to acquire effective tools for adult living. It should also lead to a mature psychological adulthood, preparing the young person to cope with the demands, conflicts, and opportunities faced by adults in our present culture. And it will do all this if it provides the adolescent with an area of security beyond which he not only can, but is encouraged to, explore. The period of dependency should thus be structured so that it fosters rather than forbids growth toward independence. Moreover, his independence should be permitted to evolve gradually as the young person learns, through experience, how to deal with his world. And if the adolescent is ever to free himself from the confines of childhood, this period should *not* be so structured that his independence must erupt like a volcano.

Our society is extremely complex. Adapting himself to it places a great deal of pressure upon the child and certainly upon the adolescent. Our young people, therefore, require a longer dependency than do those living in a simpler society.

Education Holds the Answer

ROY E. LARSEN

President, Time Incorporated

PRELIMINARY STUDIES of the President's Committee on Education Beyond the High School indicate that within the next few years we will see at least 50 per cent of all our young people applying for some form of advanced training.

I think this is a good and necessary trend toward the realization of our American dream of the best education every child can use. I subscribe wholeheartedly to the need for broadening educational opportunities at all levels.

However, equality of opportunity does not mean the same treatment for all. Rather it means discriminating guidance and encouragement, both educational and financial, to enable each student to develop his individual capacities to the fullest. Nor, I think, are we committed to a chronological lock step which decrees that each youngster must spend twelve years winning his high school diploma and four years working for his first degree.

The successful early admissions program of the Fund for the Advancement of Education (reported in these pages last October) seems to show that gifted children can profit from accelerated schooling—intellectually, socially, and emotionally. I believe that more experiments along these lines should be encouraged. Certainly early independence and self-

realization is a good thing if it leads to longer, more useful lives by "full men" and responsible citizens.

At the same time the growing need for trained manpower in almost every field seems to indicate that many students can best profit from junior college training or some other form of terminal education short of the traditional four-year liberal arts college. The trend toward wider use of junior colleges would prolong dependence for many and shorten it for many others.

These and similar questions need to be faced and thought through in any consideration of the problem we are discussing here. That more and more of our young people want more and better education—and that this will be increasingly true in the years ahead—there is no doubt. And yet mere expansion of our existing facilities, costs, and faculties may not provide the whole answer. Indeed it may not be possible to take care of the complex educational needs ahead of us simply by building more schools and making our present colleges bigger.

The ultimate responsibility for our youth's best development lies with our educational leaders and with the citizens who must help with educational planning and also pay the bill—parents; school board members; taxpayers; college trustees, alumni, and benefactors; and others with direct interest and key influence.

Therefore I believe that since our entire educational system is interrelated, it's time for a thorough reappraisal of our needs and aims from the top to the bottom of the educational ladder.

"Are we prolonging youth's dependence?" is one part of a larger question: "How much education—for whom and for what purposes?" I hope that all thoughtful citizens will take the initiative in working with their local school authorities and institutions of higher learning to find the right answers to both these important questions.

In Some Ways, Yes; in Others, No

LELAND H. STOTT

*Adviser, Child Development Program
Merrill-Palmer School, Detroit*

Obviously there is no simple answer to this question. It must necessarily be "Yes and No"—and with many qualifications. Surely the general trend of modern living for all of us is toward greater dependence upon forces, services, and facilities outside ourselves. Thus we, and the products of our industrial world, are making youth more and more dependent upon a gadget-controlled, push-button existence.

But there are several other sides to this question.

This is the eighth article in the 1956-57 study program on adolescence.

Not many generations back a rather large segment of our population was made up of farm families operating largely as self-sufficient, producing-consuming units. Each member of the family participated in the operation of the family enterprise under the direction and control of the father. Each child was, therefore, completely dependent in a material sense upon the family. But nowadays, with our mechanized farming, our industrialization, and the shift to city life, youth has more freedom, wider job opportunities, and hence, in many instances, more economic independence.

On the other hand, in rural and urban life alike there is an ever increasing need for greater efficiency, for high-level skills, and for more specialized education and training. The professions likewise are tending to raise their standards, requiring longer periods of preparation. In these ways, then, we are prolonging youth's economic dependence. So far, our answer is both "Yes" and "No."

This prolonged economic dependence of our youth is largely a function of modern society. It is imposed upon all our young people. But there are other kinds of dependence. There is the overprotection of children, arising out of the parents' inner needs. Yet this is only one sort of emotional exploitation that may bind a young person to his parents even well into adulthood. Just as lasting is the child's need to cling to a parent or a substitute parent because of a subtle kind of parental neglect that makes him feel he is being rejected or not loved.

Studies have defined quite clearly the kind of families that produce young people with greater than average independence and self-reliance in meeting the problems of everyday living. These families are characterized by affectionate and companionable relationships, by parents who have an understanding attitude toward the discipline and control of children. The young person in such a family has the immeasurable advantage of feeling secure in his parents' acceptance of him and their faith and confidence in him.

Today, more than ever before, parents are coming to understand the principles of healthy personal development and to appreciate the importance of a wholesome family life. More and more attention is being given to education for parenthood and family living. These trends, I believe, are gradually making our young people less dependent emotionally and giving them a greater capacity for meeting life independently. This means in turn that the coming generation will have a greater capacity for wise and understanding parenthood.

WHY DO WE NEED

Adoption Agencies?

Lucile Kennedy

*Chief, Division of Child Welfare
California Department of Social Welfare*



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ADOPTIONS ARE FRONT-PAGE NEWS throughout the nation. In California alone, approximately ten thousand children will be adopted this year as a result of placements made directly by parents, by licensed adoption agencies, or by stepparents.

Adoption is the process, legal and social, by which a child is transplanted from his own family into a new family. It involves severing the blood ties that bind him to his own parents and establishing a similar relationship with adopting parents.

Clearly this is a complex proceeding, in which the child, the natural parents, and the adoptive parents all appear in important dramatic roles.

A good law will recognize the rights and responsibilities of all the parties to an adoption. The basic rights of parents to the custody and control of children born to them, plus their responsibility for those children, are recognized in California's adoption law. The parents who give a child up for adoption have two choices: They may either place the child themselves with persons whom they select, or they may relinquish the child to a licensed adoption agency

for placement with persons whom the agency selects.

In the first method the California law recognizes the right of the natural parents to select the adopting parents and to make the placement directly. This is known as an independent adoption. On the subject of such adoptions, opinions range from one extreme to the other. Some people maintain that all are satisfactory or desirable. Some contend with equal vigor that all are questionable. However, certain facts about this process have been established and need to be recognized:

- Independent placements made by parents are entirely legal. Placements made by unlicensed agencies or individuals are illegal.
- Adoptions resulting from independent placements, whether made legally or illegally, if properly completed with all the statutory provisions met, are valid.
- From the standpoint of the welfare of the child, some independent adoptions are excellent, some good, some fair, some poor, and some bad.
- While independent adoption has its place, there are hazards inherent in the independent placement

process that affect the natural parents, the child, and the persons petitioning to adopt him.

In this process placement is an accomplished fact before any study is made by an agency. The adoption worker interviews the natural parents to get information about the child's background and to take the consents to the adoption, should the parents so wish. After full investigation, recommendation is made to the court.

Situations Far from Simple

In about one fifth of the cases studied, the outcome is either a report to the court recommending denial or a dismissal of the proceedings by the prospective adopting parents. About half of these denials and dismissals grow out of one or the other of two situations: Either the child cannot be legally freed for adoption, or the natural parents for a variety of reasons refuse to give their consent. In the first instance, couples accepting children directly for adoption may have had no way of knowing that a legal barrier to the adoption existed. In the second instance, the natural parents may have known little or nothing about the people with whom the child was placed. Or perhaps the plans were made before the child was born and the parents changed their minds afterward. Many parents after the birth of the child regret that they ever made plans to place him for adoption or to place him with a particular couple. Even so, they may sign consents to the adoption because they are afraid of disturbing the happiness of the couple and infant.

Parents who reluctantly sign consents are well known to adoption workers. At this point the counseling and help that can be given them are limited. The great joy that the child brings to the hearts of his new parents is often lessened if the adopting parents become aware of the distress of the child's own mother or father.

Whatever the feelings of would-be adopting couples toward the parents' decision to refuse consent, most of them return the child, realizing that the rights of the natural parents are unimpaired until legal consents are signed. Sometimes, however, legal action becomes necessary if the parents are to regain physical custody of the child.

Just a few weeks ago California newspapers reported that a superior court judge in a *habeas corpus* proceeding restored to the natural mother an infant son she had tentatively placed in a couple's home for adoption early last October, four days after his birth. The judge made several significant statements in rendering his decision:

This is an unfortunate and tragic case. Everyone grants that the would-be adopting parents have acted in good faith. I feel sorry for them. . . . A mother has a natural, absolute right of custody unless she has abandoned her child or is unfit. The evidence does not show this mother



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is unfit. The test in this case is what is best for the child. I think it is to give him back to his mother. . . . I wish there were some way of undoing all that has happened.

Nor do the would-be adopting parents involved in the independent placement process have an easy time. Imagine the tension under which they must live until adoption is granted! The heartache of couples suddenly confronted with the news that a natural mother has decided to reclaim her child is indescribable. Adoption workers who have been present when children were returned to their natural mothers tell of many poignant scenes. Sometimes the disappointed couple's understanding of the natural mother's feelings, recognition of her rights, and appreciation of her love for the child have enabled them to place the child in his mother's arms without rancor or bitterness. But there have been other scenes in which the adoptive parents, bitterly hurt over loss of the child, show a deep hostility toward the mother.

Above all, it is the child who is exposed to the greatest hazards in independent placement.⁵ The agency files with the court a report, including a recommendation on each independent adoption petition, to assist the court in making its decision to grant or deny the adoption. Unless there are obvious factors that make a couple unsuitable as adoptive parents, it is often difficult to substantiate a recommen-

dation that the adoption be denied and the child removed from the home. The result is that while few children are permitted to remain in bad homes, some do remain in mediocre or questionable ones.

Less of Independence, Less of Heartache

The second way parents may give up a child for adoption is through the services of an agency licensed to place children for adoption. Licensed public and private adoption agencies in California meet standards set by the Department of Social Welfare. Let us see what these agencies do—and how. Then we shall have the answer to the question “Why do we need licensed adoption agencies?”

In the independent adoption method the study is made *after* placement; in agency adoption the study is made before the child is placed. Such service given to the child means that a responsible agency is representing him and his interests. It will see, in the first place, that he is not separated unnecessarily from

**To the child whose parents renounce
their parenthood, society owes special
protection. Is it furnished, in your state?**

his own parents. Then, if he is released for adoption, it will see that new parents who can meet his needs are selected for him. Moreover, he will not be placed for adoption until he is legally free. This is accomplished through the signing of a relinquishment whereby the rights and responsibilities of the parents are terminated and transferred to the agency. In accepting the relinquishment the agency assumes responsibility for the child until he is legally adopted.

The adults who seek agency service, both the parents faced with giving a child in adoption and the couples seeking to adopt, can work with the agency in full assurance that it is a responsible organization qualified to help them. The service means a great deal to the natural mother in planning for herself and the child.

Approximately 70 per cent of the parents seeking assistance are unmarried mothers, many of whom desperately need help in solving the double problem of providing for themselves and for the child. Counsel by the agency enables them to face their problems realistically. Many mothers decide not to relinquish their children. However, if skilled and understanding service is given, both the mother who keeps her child and the mother who relinquishes her child to the agency are helped to make unpressured decisions—

decisions with which they can live in the future.

When a child is placed with adopting parents, they know that he is legally free and that they have been selected because of their suitability. They need not fear that the child's parents may find out where he has been placed and try to reclaim him. The adoptive parents will be given pertinent information with regard to the child's background and particular needs. They can get help in making necessary adjustments and meeting problems, and they know that the agency will stand by and share responsibility until the adoption is legally consummated.

Special Care in Special Cases

Of the ten thousand children who will be adopted in California this year, through licensed agencies or independently, the great majority are normal, healthy, white infants. There is, however, another group of children who would have little chance for adoptive placement were it not for licensed agencies. The services these agencies provide in finding adoptive parents for children with special needs (children with physical handicaps, older children, children of mixed racial backgrounds, or groups of brothers and sisters) deserve a special article.

In California our licensed agencies have reported the adoptive placement of blind children, deaf children, a child with both arms amputated, a dwarf, and many with cleft palates, severe eczema, and congenital heart conditions. These children, as well as completely healthy and normal youngsters, are in need of the care of adoptive parents. As part of their regular policies and programs, most agencies (though not all) accept for adoption-planning children of all ages and of many races and creeds—if they can benefit from such care. The successful placement of these children is a tribute to the tireless efforts of workers to locate suitable parents. It is also a tribute to couples who open their hearts and homes to these children especially in need of love and care.

Thus we see what services are provided by adoption agencies. The effects of adoption are so far-reaching that the law seeks to provide safeguards to all children, regardless of what type of adoption the adults responsible for their care may choose. In making a choice, natural parents should have access, in their communities, to sufficient services from agencies licensed to place children for adoption.

The next time an adoption story is front-page news, relate it to your community. Ask yourself what your law provides and what services are available to protect the children who are separated from their natural parents and to help them form enduring relationships with their adopting parents. It may well be that this assessment of the situation and the steps you may take will be the greatest service you can perform for the happiness and welfare of these children and the adults to whom they are entrusted.

© National Safety Council



Six Sure-fire Ways To Raise a Heel at the Wheel

Paul Jones

Director of Public Information, National Safety Council

MOM AND DAD, are you the envious type?

Are you grimly determined, by golly, that your Junior is going to get as much attention as any other lad, regardless?

Then this is for you!

You may have noticed that the kids who are grabbing off the headlines these days are the hot shots who drive like crazy, sneer at the cops, and willingly run the risk of clobbering a pedestrian or two in their constant chase for the big thrill.

Were these creepy characters born that way? Not one in a carload! No, sir, you've got to hand it to their mommas and poppas for bringing up Junior as the all-American showoff.

Well, Mom and Dad, if you really want your boy to cut himself in on some of this free publicity, you too can raise him to be a heel at the wheel!

Here are six sure-fire ways to do it.

Does your state have a law that prohibits kids from driving until they're sixteen? Nuts to that! That's for the average kid. Your kid is something special. Sure, he's only thirteen. But he's big for his age, and an eager beaver like his old man. So let him drive now! And as soon as you can afford it, get him a car of his own—the neater and faster the better! This driver's license stuff is for the birds. All it does is prevent accidents.

2

Take a short snort for the road, especially if the weather's bad and the roads are tricky. Be sure the kids are around when you do it. It will show them that this guff about don't-drive-if-you-drink is strictly for squares. Let them know their dad is even sharper behind the wheel after a couple of quickies. Naturally they'll catch on and grow up to do likewise. This sort of thing keeps the safety people in business. The hospitals will benefit, too.

3

Give a big fat sneer to this baloney about driver education. Let your kids know it's just a crackpot idea to squander the taxpayer's dough and the teacher's time! Who needs a paid pro to show your kids

how to drive, when their old man is around? What if you don't know all the tricks? You think you do—and that's what counts. So the heck with this fancy-pants driver education stuff. Let the kids learn the hard way—from their dad! (And that, brother, is getting it the hard way!)

4

Regale the family at the dinner table with a modest account of how you, their slick old dad, outsmarted a traffic cop that day when he nailed you for speeding. Speeding! That's a laugh! You were only going fifty-two. Some nitwit must have zoned that street for thirty in the ox-cart days. A speed trap is what it is, and you know a guy down at the Hall who can take care of that.

But brother, the way you outsmarted that cop! Give the kids the benefit of your technique. Let 'em be proud of their old man. They'll grow up to sneer at the law, too.

5

If your young hopeful ever does become so obnoxious that even you feel he must be told off, do it with a wink, and let him know you aren't a square. Slip him the impression that he's to do as you *say*, not as you *do*. This will salve your conscience without slowing him down.



6

Most important of all, drive so that your kids can learn firsthand from you that traffic laws and signs and signals are strictly for dopes. Show them by your personal example that a real heel at the wheel can get away with murder—and sometimes commit it.

And, Mom, your part in all this is a cinch. All you have to do is let Junior know what a great big man you think he is when he drives faster at thirteen than a really mature person would at thirty-three.

WELL, there you have it, Mom and Dad. A simple system that will enable you to bring up a super-heel at the wheel, who can grab off those headlines with the best of 'em.

Of course, one of these days it may be necessary for you to go down and claim your boy or girl at the police station, or at the hospital, or . . .

But a big shot like you, Dad, can take that in stride, can't you? Or can you?



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8. The Citizen

Jets, push buttons, univac . . . key words of an age of speed, an era of split-second performance. Is there danger that the magic swiftness of push buttons and univac will make us impatient in the slow-moving task of building healthy friendships around the world?

I AM STARTING THIS ARTICLE ON New Year's Day, 1957—months after the title was originally chosen and three months before the article will appear. Many things have happened in the world that I, when I first planned this series, had no ghost of a notion would happen; and many things may happen in the next three months to make whatever I now say seem dated.

This very fact, this constancy of change, is in itself part of the citizen's problem when it comes to his trying to think clearly and constructively about his nation's foreign policy.

On the breakfast table before me is a New Year's edition of the *Washington Post and Times Herald*, lying open at the editorial page. Where, as a rule, the two columns allotted to editorials will contain four or five on as many different subjects, this morning there is but one long piece: "The Year in Foreign Policy."

When I first turned to the editorial page and saw the title and the length of this piece, I said to myself, "This is exactly what I've been wanting." I needed, and knew that I needed, something that would help me get an over-all view of what, during the year, I have been aware of in bits and fragments

—that is, America's current way of behaving, not only as an integral part of the world but as indubitable leader of the free world.

The first sentence of the editorial removed any hope that clear and precise "answers" were being put at my disposal: "Historians will be able to judge the wisdom of American foreign policy in 1956 only by events still unfolding."

In other words, the score cannot be tallied up yet. The ledger cannot be balanced by setting down all that has been done well in black ink, all that has been done unwisely in red. Nothing that has been started this year is finished in its consequences. What other nations may still do because of what we have done or left undone remains, on many counts, an open question. We'll have to wait and see. Tomorrow's historians will analyze the record for tomorrow's students. Hindsight will make obvious what foresight has hopefully, but not always clearly, provisioned.

This sheer *unfinishedness* of everything in the world is one factor that makes difficult our efforts, as citizens, to appraise our nation's foreign policy—just as it makes difficult the efforts of our statesmen to frame that policy.

and Foreign Policy

Bonaro W. Overstreet



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Complications and Complexities

A second factor that "clutters up the scenery" is the many-layered complexity of every issue that foreign policy now has to deal with.

One evening not long ago a friend of ours who is a veteran member of the State Department spent the evening in our home. As he and his wife sat with us in front of the fire after dinner, we were eager to make the most of our chance to learn. We knew that, in the nature of things, many of the opinions we had about various trouble points in the world were surface opinions. They were oversimplifications that we had shaped, as best we could, out of all sorts of random facts and impressions. To tell our friend what it was we were wanting from him we had to invent a word. "Won't you 'complexify' the world picture for us?" we asked. "Won't you tell us why none of the problems you deal with are as simple as they look from the outside?"

For the rest of the evening he, talking quietly, did just that. Taking one of the world's tension points after another, he put complexity into the seemingly simple. He pointed out the many ways in which old fears and animosities help to determine what can

and cannot be done today, how these influence what nations and peoples will and will not believe, will and will not accept in good faith. He described the delicacy of touch required for the building of sound relationships between widely different cultures—cultures that have different value systems, different patterns of prestige. He told how often domestic stresses and strains within one country or another will suddenly change what the diplomats of that country will feel they can do with regard to foreign affairs. Not least, of course, he talked of the extent to which "one world" has become three worlds: the world of Soviet domination; the free world; and the uncommitted nations, many of them so desperate with internal needs and so energized by their will to move into the modern age that for them practicalities outweigh ideologies.

We did not end up, that evening, as confidently well-informed citizens, ready to state just what should be done, and why, at each tension point in the world. But we did end up in a state that might be called one of well-informed confusion—and humility.

In the Goodspeed translation of the New Testament, the beatitude that most of us learned as "Blessed are the poor in spirit" reads instead "Blessed

are they who know their spiritual need." Perhaps we should in similar vein shape a secular beatitude: "Blessed are they who, thinking about foreign policy, know their own limitations—their need to learn, their proneness to oversimplify."

In All Humility

All this does not mean that we have to be total dubs on the subject of foreign policy. Nor does it mean that we should be so overcome by awareness of our own ignorance that we venture no opinions whatever. It means, rather, I believe, two things. The first is that we do well to hesitate before denouncing, in no uncertain terms, policies that have been shaped for reasons we do not fully understand. The second is that part of our own homework as citizens has to be that of stretching our imaginations to cover new realities and new possibilities.

Once we have got our humility in good working order, we can begin to figure out what today's world asks of us as United States citizens in the way of understanding and participation.

One reality with which we must come to mental and emotional terms is the fact that, as far as foreign policy is concerned, certain familiar nineteenth-century concepts are simply out. They won't work. They are not geared to present realities.

Thus the old concept of balance of power has to go by the board. It used to be possible for two blocks of nations to stay relatively equal in power over long periods of time—thereby stabilizing the world by immobilizing each other's aggressive impulses. Not now.

For one thing, no balance can be relied upon for long with all the hitherto backward and static nations and peoples on the move. By simply deciding that their best interests lie with one side rather than the other, they can shift any balance that could be set up between the great powers. In a very real sense today "the last shall be first." Countries that have long been treated as of secondary or tertiary importance have made obsolete the type of diplomacy upon which powerful nations long depended.

Again, no durable balance can be maintained in an age of nuclear weapons. An endless competition with regard to such weapons could only mean economic disaster for all.

Instead of balance of power, in short, new policies of equality among nations and broad agreements on the limitations of power have to be worked out.

A second reality is that neither old forms of power politics nor old forms of benevolent paternalism will longer serve. Our diplomatic relations with each country the world around have to take into account that nation's needs *as it defines them*, not as we define them, and that nation's prides and hopes. Good diplomatic relations cannot be good for one side only. They have to be good for all people who have stakes in them. In practice this means that the next age of

diplomacy will be one of creative experiment in world-wide cooperation: of help-giving that aids nations to fulfill their own patterns in their own way.

A third reality comes close home to us as citizens: the fact that voluntary help extended to the world's needy people is now an integral part of foreign policy—even when it is carried on through nongovernmental agencies. Every time we send money for a CARE package or donate to the relief and rehabilitation programs of Save-the-Children Federation, Foster Parents' Plan, the Red Cross, the Christian Children's Fund, or any of a host of other such organizations, we become, in effect, American diplomats without portfolio. We represent America. We help to create the image of it as one kind of country rather than another. Also we begin to build relationships through which we can become more sensitively aware of other countries—their deep characteristics and their needs.

The Practice of Patience

The fourth reality is that everything which has to be done in the world calls for patience. Nothing is going to be easy. To take one example of what this has to mean to us as citizens we might appraise our attitudes toward the United Nations and its decisions. A number of studies show that some 80 per cent of us Americans now favor the U.N. as a force in international relations and that we tend, when problems become acute, to look to the U.N. for solutions. These same studies, however, indicate that if the U.N. does not come up with solutions almost immediately, we begin to despair of its capacity to do anything. Our confidence in its decisions plummets from high to low. The patience the world needs, because of the sheer complexity of almost everything, has to be a patience built into ourselves.

A fifth and final reality is that there are many way stations between here and Utopia, between the world as it is and the peaceful world we like to envision. Our State Department is taking the stand—very wisely, I would say—that the bettering of economic and social conditions in the world, and the building of cooperative enterprises between nations that share common cultural and regional problems, cannot wait upon the resolving of the deep issues that divide the free world from the Soviet orbit. Hence it is dedicating itself to encourage regional planning and cooperation at many different points. It also seeks to build a tissue of international relations through the agencies of the U.N. that deal with special problems—health, agriculture, labor, education, and the rest. Way stations to Utopia are not final stopping places, but they are accessible goals in the long-range course over which we hope to move.

To be at once humble and strong in conviction, puzzled and clear in purpose, patient and full of the eagerness of creativity—this is our citizen task today in the field of foreign policy.



WHAT'S HAPPENING IN EDUCATION?

• *I need help at once to stop a lynching party. What some of our citizens propose to lynch is our modern method of teaching grammar. These vigilantes want to hang progress and go back to old drill, drill, drill. What can we do to stop them?*

—M. C. S.

When that pillar of propriety, *The New York Times*, recently carried an article titled "Good Grammar Ain't Good Usage," it touched off a reader rebellion. Letters piled in protesting Professor Ellsworth Barnard's advice that teachers should teach their pupils to make themselves clear instead of drilling them in outdated textbook rules of grammar.

Times readers, like your neighbors, viewed with alarm. "Another attack in the campaign to create a dictatorship of the illiterate," grumbled one. Another went high-hat: "Apologia for the slovenly blend of gangster argot and Hollywood patois that now passes for the English language in America."

About this same time a new TV program, "What's in a Word?"—all about language and grammar—became a hit on the air waves. The master of ceremonies, Bergen Evans, is a college professor of English.

What does this prove? That people take their language seriously. Why? Because language in our world marks the man. A man's grammar—more than his clothes, his money, or his school—reveals his background. Lacking other hallmarks, we use grammar to place people. It is our caste system, and you know what people will do to preserve caste. Lynching, indeed! You will be fortunate if the "mob" doesn't boil you and all other modern teachers of grammar in hot oil.

One tactic might work. Your local purists respect authority. Where, then, in the United States can you turn for authority on the teaching of grammar? To the authorized teachers, the National Council of Teachers of English. You will not be disappointed in the Council. It recently issued the last word on teaching grammar as well as spelling, reading, literature—the whole high school English curriculum—in a book titled *The English Language Arts in the Secondary School* (Appleton-Century-Crofts). Perhaps

your neighbors will listen to such counsel as this from its pages:

"English usage is one thing and grammatical theory is another. Usage and grammar raise different kinds of teaching problems and should not be confused."

Take the term "Drive slow." By grammatical rule we should say "slowly." Who does? Usage overrides rule. So why teach the rule that adverbs usually end in "ly"?

"The term *levels of usage* has become familiar in recent years and is valuable. . . . Words are used in one way in a newspaper editorial and in another way on the playground."

In other words, there isn't a "right way to say it" or write it. Teaching must recognize a variety of ways to suit a variety of circumstances.

"Students should not be encouraged to believe that the language of one 'level' is necessarily better or worse than that of another. . . .

"Traditionally, English grammar has been taught too early and too fast. . . . A teacher cannot teach a student in the seventh grade all the grammar he will ever need to know about the sentence and forget the problem thereafter. . . .

"The students who learn grammar most easily are those who, in one sense, have the least need for instruction in it. The students who have the most trouble using English are those who find systematic grammar too difficult to learn even though a very gradual and concrete approach is maintained."

Now, perhaps, some of the readers of this magazine will try to lynch me. He who is about to swing deserves a final word: "Read *The English Language Arts in the Secondary School* before you knot that rope."

• *It is all very well to suggest that the school-leaving age laws be changed so that children who don't get on can get out. But how do we know that such children are any better off out of school?* —L. B.

Do you recall the final scene in *Blackboard Jungle*? One boy, a leader, has been won over by the "teach,"

as they called him. Two who attacked with knives are ordered to the principal's office, presumably for expulsion. What happened to them?

New York City wanted to know. It looked into the lives of fifty-six teen-agers who were permitted to qualify for special employment certificates at the age of fifteen. They were let out of school because they were unable or unwilling to learn.

Did they get jobs? They did not. At least only one in every ten got a job soon after leaving school. A year later, when they attained the legal school-leaving age, six in ten were jobless.

If they didn't get jobs what did they do? They got into trouble. More than half soon acquired police records for crimes ranging from car stealing to assault and robbery. No murders—yet.

New York's Bureau of Child Guidance looks at these grim findings and ponders their meaning. Jean A. Thompson, M.D., its acting director, concludes first that letting troublesome youngsters go to work won't necessarily make them into good citizens. Second, she thinks that the schools must pick out the misfits earlier and give them special guidance. She says cautiously:

"Special curriculum planning and more remedial teachers might provide a better means of dealing with truant and disruptive high school pupils than throwing them into the lap of the community, where many of them do little more than roam the streets and create disturbances."

All this reminds me of a song from the musical *Call Me Mister*. It tells about Joe, who was a jerk before he went into the Army. There discipline made him an upstanding soldier. Now he is out of the Army—still a jerk.

Society has these problem children on its hands. Does it pay to drive teachers to distraction to try to teach them? Does it pay to let the police become their costly guardians? Surely we ought to be able to find some better solutions to this most knotty problem.

• *Please tell me how parents can learn to encourage their children's reading through courses given in libraries.*
—W. D. B.

This is my question. I addressed it to Mrs. R. J. McIntyre of Chicago. When Mrs. McIntyre told how these courses helped her I wanted to know more about them. She has sent me two course outlines prepared for the Illinois Congress of Parents and Teachers by the supervisors of work with children at the Chicago Public Library.

One leaflet outlines six meetings on the guidance of younger children's reading (preschool through fifth grade); the other describes a similar series for older children (grades 6-9).

"They are given in alternate years," writes Mrs. McIntyre. "I have found them extremely worthwhile

in guiding my children's reading. The group of twelve or so who participate are able to get into many lively discussions on everything that pertains to children (outside of books as well as in)."

What happens at these courses?

The librarian leads the discussion on the listed topics. The parent members read one or more books pertinent to each topic. You might call this a great little-books course.

At the first meeting parents discuss the basic needs of children, reading interests at various age levels, and how to stimulate an interest in books. Next meeting: books for very young children. Then easy reading. One whole session is devoted to folklore and fairy tales. The course closes with a discussion of modern trends in children's books.

In the next year's course the focus shifts to the needs of children from ten to fourteen. Through books on personality adjustment members learn how to help older children understand themselves. Later units turn to home and school, animal and adventure books, careers and romance. Final discussion: informational, recreational, and inspirational books. Each unit carries its own list of books, a helpful guide in itself.

Let me go back a moment. One unit of particular value introduces the parent to important series of books, such as the Random House Allabout and Landmark series, Franklin Watts' First Books of fascinating facts, Macmillan's Once-upon-a-Time-in-America series, and so on.

If you want to start something like this why not write the Chicago Public Library, department of work with children, and ask them to send you the course outlines.

Now let me add some questions:

Why not give these courses on radio or TV so that many may participate?

Why limit the attention to hard-cover books? Mothers are buying about sixty million paper-back books annually in supermarkets. Why not give some guidance on these? Aren't the Golden Books as important as the Landmark series?

Why not tell the parents how to expose their older children to books? After a child learns to read he doesn't want his mother or anyone else picking books for him. So what good does it do just to list such books for parents?

Why not get into the problems of reading? Maybe librarians shy away from this topic. Invite or snare a teacher.

Why don't these courses guide parents into using the force of movies and TV to stimulate reading? Never have so many people tried to read *Moby Dick* and *War and Peace*. Why? Movies.

I guess I wouldn't be welcome in one of these courses. I ask too many questions.

—WILLIAM D. BOUTWELL



WORTH A TRY

Shining in Continued Service

Retired workers have a fund of know-how and experience in problem-solving that can benefit younger members of the community. In a midwestern city a group of older men and women, not content to rust in retirement, have formed a nonprofit organization to help individuals who may be faced with problems similar to the ones they solved during their working years. Among the 150 members of this senior council are lawyers, advertising men, bankers, brokers, manufacturers, engineers, educators, retailers, and representatives of many other specialized fields. Persons seeking advice on a business or professional problem may confer with a member especially qualified to discuss the problem or with a group of members serving as a clinic. There is no charge for the consultation.

For Ready Reference

Have you ever found yourself paging through old issues of the *National Parent-Teacher*, trying to locate an article you want to reread? You can save yourself a lot of time and bother, says Mrs. Edwin Wuehle of Lake Zurich, Illinois, by pasting a tab of gummed wrapping tape to the edge of the front cover when the magazine arrives. As you read, jot down the titles and page numbers of articles you think you will wish to refer to again. Even years later, when you want to consult a certain article on discipline or one on parent-teacher conferences, you have only to look at the tabs on the front covers.

Word Surgery

A committee chairman who is noted for the clarity and brevity of his committee reports offers this advice: Write your report. Read it aloud, just as you would at the meeting, tuning it accurately. If your report is even thirty seconds longer than the allotted five, seven, or ten minutes, ask yourself the

following questions: What have I said twice? What have I said in more words than are needed? What unnecessary information have I included? Then cut. Throw away the trimmings and keep only the meat for the meeting. The best reports run under, rather than over, the time limit.

Tips for Shopping Trips

When do you do your week-end grocery shopping? According to statistics, more and more housewives are finding that Thursday makes good sense as shopping day. Not only are the supermarkets less crowded than on Friday or Saturday, but Thursday shopping leaves the week end free for family activities and recreation. . . . But don't go shopping for food on an empty stomach, advises a home management counselor. If you do, you're likely to wind up with more food than you need.

A New Fashion in Memorials

No plaques or stone benches or ornamental gates or chiming clocks will memorialize the class of 1957 at Northwestern University. The graduating students have decided on a different kind of memorial. They will contribute the funds they raise to the university, earmarking them for increases in faculty salaries.

Subduing the Speedsters

Under the traffic safety program inaugurated by Governor Ribicoff last year, every Connecticut motorist who is convicted of speeding has his driver's license taken away from him. First offenders lose their licenses for thirty days; second offenders, for sixty days. Because of the effectiveness of this measure in reducing traffic fatalities, the forty-eighth Annual Governors' Conference honored Governor Ribicoff for his imaginative leadership in highway safety. Other states may soon be

following Connecticut's example, inasmuch as the conference appointed a committee of governors to study the adoption of uniform traffic laws for the forty-eight states.

Latest Device for the Deaf

The hard-of-hearing will welcome a new hearing aid that uses no wires, cords, clips, or external attachments. Fitting into the ear, this aid is only three-tenths of a cubic inch in size and weighs only one-half ounce. It can magnify sound as much as four hundred times—sufficient to help about half of the world's hard-of-hearing.

Geared To Serve the Gifted

Michigan State University this fall will establish an Honors College for superior students, believed to be the first such experiment in an American public university. If a student maintains a B-plus average in his freshman year, he will be relieved of all normal graduation requirements except total number of credits. For the next three years his program of study will be individually planned for him by an adviser in his field of interest. He will be allowed to obtain credit in some courses merely by taking an examination. He may attend regular classes part of the time; for some courses he may prefer to study independently under faculty supervision. Prerequisites for advanced courses may be waived at times so that he can do graduate work.

Put Your Best Face Forward

Look pleasant, please, the Passport Division of the U.S. State Department is urging Americans. Those scowling or deadly serious faces seen on most passport photos don't help international understanding one bit. Contrary to what many prospective travelers believe, there is no rule against a natural, smiling passport picture, says Frances G. Knight, passport chief.

Lasting Lessons in Spiritual Values

Olga Jones



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Even in our new day man's spirit is still nourished, seethed, and strengthened by spiritual values that are far from new: truth, love, and faith.

WHAT extraordinary new days history is inscribing in our lifetime! Shall these new days, ever expanding man's material attainments, be permitted to blur his spiritual vision? Shall these new days, ever adding to the world's scientific gains, be allowed to subtract from its spiritual values? Shall these new days, ever extending humanity's great reach, be destined to shrink man's spiritual responsibility?

Every parent, every teacher, everyone who has any obligation for guiding the growth of children needs to ask himself these questions in deepest seriousness. Granted that our answers are a fervent *no*, how can we fit children to attain clear spiritual vision, to seek spiritual values, and to master their spiritual responsibilities in life? The way is not easy, of course. Neither, however, is it impossible. Above all, it can be richly rewarding.

Must we teach children that the material is ever at war with the spiritual? Quite the contrary. There

is something reassuring about material things. They are much easier to define than spiritual ones. We see material things. We eat them, wear them, live in them, ride in them, and perchance at times just gaze at some of them in amazement, horror, or disgust! They range all the way from necessities and comforts to dazzling luxuries.

The word "material," as generally defined, includes the physical part of human beings too. But though the eye sees the body, it cannot view the spirit, the soul, the mind, or whatever you care to call it. The spiritual of life is felt, is sensed, is thought; and its unseen strength is beyond human measurement. What truly makes one individual different from others? Most of all, it is his spirit that stands out to make him *himself*, a person for whom there is no proxy anywhere in the wide world.

A child seems to sense this almost from the day he is born. Before a new baby can see much more than a vague world of blurred shadows, he knows his mother. She is the one who feeds him, comforts him, loves him. He senses her presence and reacts to it, then gradually begins to recognize her appearance. Spirit comes first to his awareness; the material comes later.

The Meaning of Things

So it is with *things*. A child has to learn, sometimes over several years, the value of material objects. An expensive toy is no more important to him than a shoebox that his winged imagination can turn into a boat, a bed, a house, a car.

If we explore the mind of a growing child, we will realize that he has not yet learned the language of

price tags. It is a language with which we ourselves sadly fumble. But whatever the relationship between material things and the ever important spiritual things of life, we live with both. We need to use and get along with both.

At home, at school, wherever we live with children, we must remind ourselves—and demonstrate to them—that things have meaning only as they enrich the life of the spirit; that human beings are to be loved and respected and cherished for what they are on the inside, not on the outside.

Many opportunities lie near at hand for strengthening a child's grasp of this concept. Almost any public school in America is attended by children of varying social and economic backgrounds, varying nationalities, varying degrees of ability. The teacher who treats all children with the same courteous consideration, ignoring superficial differences, sets an example for her pupils. Moreover, they know that she expects the same courtesy from them, expects it with calm confidence, as if any other behavior would be unthinkable. Such a teacher encourages older children to take some responsibility for the younger ones on the playground, on the way to and from school. Children of elementary school age are not too young to learn respect for others—a respect basic to our democratic principles as well as to our belief in the sacredness of the human spirit.

What are some of the spiritual values we want to impart to our children in these new days? What values are we sure will sustain them in an age when technological attainments threaten to eclipse human virtues?

Our lists may differ. They may be short or long, but it is likely that *truth*, *love*, and *faith* will hold a high place in all of them. These values are vital not only to us as individual human beings but to a wavering, somewhat intolerant, and perplexed world in search of peace.

Loving Example—The Soil of Truth

How do we teach our children to be truthful? By helping them to recognize and respect truth and, above all, by being truthful ourselves. The answer sounds simple, perhaps, but the way is not easy. Again it involves a scrutiny of ourselves. Can we give children a full respect for truthfulness if we violate the truth whenever it is to our glory or gain to do so?

For a long time this old world has indulged in the practice of spreading propaganda and half truths. Is it any wonder that in this age of nuclear weapons we live in an atmosphere of mistrust, not knowing what and whom to believe? Our opportunities for communication exceed those in any other period, yet even information important to millions of people is often poured out with little regard for known facts. To discover the truth, the whole truth, undimmed

This is the eighth article in the 1956-57 study program on the school-age child.

by emotional coloring or bias, may seem a nearly impossible task. Still it is a task that parents and teachers must at all costs perform.

Lessons in truthfulness go on continuously in home and school as children learn to respect the property of others, to play fair, to be honest in word and deed. These lessons are sometimes pretty difficult ones, especially for children with a strong need to assert themselves, to win over others, or to gain attention. But the child who is secure in his own family, confident of his parents' love, has little cause to distort the truth or cheat or report things as he wishes they were, not as they are.

Parents and teachers of preschool children know, of course, that normal youngsters under six often make up fanciful tales just for the sheer pleasure of using their imagination. Even a seven-year-old may solemnly describe to his teacher a fire-breathing dragon that he saw on the way to school, or a man who was taller than the church steeple. Our cue here, we builders of truthfulness, is not to reprimand but to appreciate the tale, pointing out how exciting it is to make up stories that can be enjoyed by others. At the same time, both at home and at school, we try to instill a respect for facts, for the wonderful realities of this world, so that the truth of things-as-they-are becomes fascinating in itself.

The truth-telling teacher and parent are living lessons for the children who look up to them. "I was the one who didn't close the back door, not Billy," Mother says to Father. "I *should* know the answer to your question about those birds we just saw," says the teacher, "but I honestly don't." And when Billy, following their example, says, "Mom, I was the one who left the back door open" or "Miss Cole, I saw the answers on Jimmy's arithmetic paper," he needs our understanding and respect without the chiding "You shouldn't!" Out of such gentle guidance, truthfulness grows.

Love—more love among mankind—is another universal need in these new days. Centuries ago, the great teacher of men taught by word and deed that we should love our neighbors as ourselves. Today our neighbors stretch around the world. As a twinkling old-timer in his upper eighties puts it:

"We didn't get far from home in the buggy days. We just got to the folks close by. But I guess we're learning a lot now about folks everywhere—more than there was any way of learning, back when we were able to go only as far as the old buggy would take us."

We do know a lot about "folks everywhere." They

are people of many nations, many languages. Their spiritual persuasions, their children's education, their ways of life are as widely different as is the vegetation from zone to zone around the earth.

We know that children love as they are loved, that from the moment a child opens his eyes he needs love, and that as this need is abundantly satisfied he grows more capable of loving others. We adults dare not set limits to the extent of his love—or to our own. Unless we learn to live with others in the ways of peace instead of strife, our children cannot learn to love their schoolmates and their neighbors—"folks everywhere."

Unfortunately, by the time boys and girls are old enough to go to school, they are old enough to pick up whatever distrust or suspicion of others is expressed, directly or indirectly, by their elders. Our children are quick to sense a withdrawing attitude toward people who differ from us in one way or another. They are just as quick to share it. And so at home and at school we need to encourage them to accept wholeheartedly the child who is different—the handicapped, the oddly dressed, the slow learner, the social misfit, or the exceptionally gifted.

At present many Hungarian families are coming into our communities, and their children are being enrolled in our schools. These youngsters from an oppressed land offer teachers a fine opportunity for lessons in brotherly good will. Because children themselves have an amazing ability to sense the deepest of human emotions, the teacher need only set the stage for a group discussion of the problems of these newest of newcomers to America. Let the pupils talk out their feelings together. Anyone who has ever heard children talking among themselves knows the surprising insight they can reveal—and knows, too, that they can be depended upon to understand the difficulties of others, to sympathize, to help. Out of the mouths of children, we say, come flashes of profound wisdom.

In the same way we can help our youngsters to open their hearts to other strangers in our midst—for example, the children of migrant workers who appear in school for a few days or weeks and then move on. They too need love and acceptance from teachers and classmates alike. They too give our children a chance to practice the Christian ideal of brotherly love.

Fountainheads of Faith

Along with truth and love we would impart faith. Faith comes easily to children when they know that they can trust and depend on those around them. The toddling baby reaches forward his unsteady foot in his first attempt to walk alone. He has instinctive faith, and despite many tumbles, he finally makes it. The preschool child runs to his mother, knowing she will smooth and soothe his hard-bumped

head. Out of such trust springs faith—faith in himself, in his fellow men, in his God.

Think of the strength of faith, the dynamic energy it generates! Men with the faith to try the untried have found ways to cross unknown oceans to new lands, to span great rivers, to revolutionize transportation, to make brilliant lights, to send the human voice around the world, and to render countless other far-reaching services to humanity. Without faith we cringe and huddle together in fear; without faith we are powerless.

Yet faith, like the other great spiritual values, needs to be fostered and nurtured. And how can we cultivate it in our children with less than a strong, abiding faith of our own?

What lessons will strengthen a child's faith? Only the one long lesson that he starts learning early: that the important people in his life, his parents and his teachers, are always to be trusted; that their love is consistent and unfailing; that they will be there to support him as long as he needs support. Knowing this, he will move steadily forward toward the ultimate faith, from which the greatest inspiration and courage are derived.

Today's highly trained and devoted teachers, today's thoughtful and conscientious parents sincerely and intelligently seek to meet both the material and spiritual needs of children through local resources, through their churches, through study-discussion groups, through the printed and spoken word, and a multitude of other ways.

The atmosphere of the home, the school, and the community holds bountiful and boundless opportunities to strengthen the life of the spirit. From such a tiny poem as "Twinkle, Twinkle, Little Star" to great literary masterpieces; from a few sweet strains of music to a magnificent opera; from a simple historical event to the founding of the United Nations; from the beauty of a flower to the loveliness of a selfless human being—all these are spiritual experiences that can be brought to children by willing, capable adults.

Thus the most challenging, most compelling lesson for parents, teachers, and all others who love children is that spiritual values are best taught when shared. A child learns them from the day-to-day lives of those about him, especially the lives of those he loves best.

Mistakes? Of course we make them, all of us. Do we not forgive children theirs? Ours, too, need forgiveness. But who would do less than try—truthfully, lovingly, faithfully?

Olga Jones, who for many years was editor-in-chief of the U.S. Office of Education and of School Life, is the author of the book Churches of the Presidents in Washington. She has also written many valuable government bulletins and magazine articles.



A panoramic view of Cincinnati

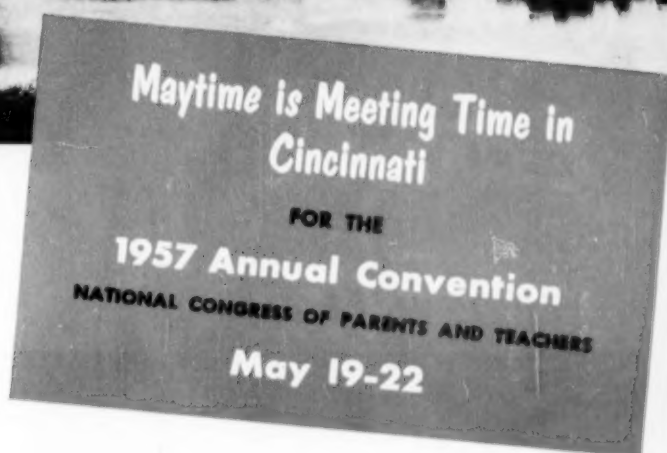
Among the eminent speakers who will address the convention body:

CHARLES P. TAFT	MARTHA A. SHULL
ARTHUR F. COREY	DENNIS O'HARROW
JOHN A. SCHINDLER	ROBERT S. McKIBBEN
ASHLEY MONTAGU	PHILIP J. HICKEY
REVEREND THEODORE HENRY PALMQUIST	

IN EASY-OF-ACCESS and hospitable Cincinnati, delegates from all parts of the United States and Hawaii will meet May 19-22 for the sixty-first annual convention of the National Congress of Parents and Teachers. With twenty-seven miles of frontage on the Ohio River, the "City of Seven Hills" is as famous for its parks and playgrounds, music and art, and schools and libraries as it is for its industrial genius and city-manager plan of government. Parent-teacher delegates will have ample opportunity to explore this city, whose name was inspired by the Society of the Cincinnati, an organization of American Revolutionary War officers.

Just as parent-teacher members are everywhere in this great country of ours, so they are in everything that concerns the welfare of families and communities. Mindful of this enormous responsibility, the National Congress has planned the entire program of the 1957 convention to give every delegate a clearer vision of parent-teacher objectives and a practical understanding of how to attain them.

Following the general sessions on Monday evening



and Tuesday morning, four section meetings will be held. In them parent-teacher delegates will come to grips with such important organizational matters as *how* parents and teachers can work together more effectively; *how* the high school P.T.A. can carry forward the parent-teacher program; *how* councils can make the most telling contribution in the community; and *how* parent and family life programs may be strengthened. These deliberations will be aided by resource persons, who will bring to the section meetings the latest information about new trends as well as the knowledge and the experience of the specialist.

Addresses by outstanding speakers will be presented throughout the conference. And a banquet session on Wednesday evening will bring the convention to a distinguished close.

Remember that Maytime is meeting time in Cincinnati. Let's spare no effort to make this year's convention one of the largest attended as well as one of the liveliest, most important conventions in National Congress history.

Should Teachers Receive Extra Pay for Extra Services?

The problem of what professional men and women should be paid for their services can be a thorny one. And when it's a question of overtime pay for teachers, the thorns can be especially sharp.

Charles A. Bucher



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ONE OF THE MOST POPULAR TOPICS for discussion at school meetings in recent years is "Should teachers receive extra pay for extra services?" Parents, taxpayers, and school boards have been trying to decide whether or not athletics coaches, band leaders, dramatics supervisors, publication consultants, and others who do work in addition to their teaching load should receive additional compensation for such services.

A sensible solution to this problem is essential to the good morale of a school staff. Besides, since school systems are demanding more and more services, some policy must be formulated to cover the extra duties that are being heaped on the shoulders of our teachers.

Herbert C. Tilley III, parent and school board member of Rye, New York, where this problem has flared anew recently, expresses the concern of many townspeople: "The school trustees want to adopt a policy that will not prove to be discriminatory in character, unfair in essence, and a threat to the morale and well-being of members of the teaching staff." Most parents and boards of education are sincerely interested in formulating a salary schedule that will accomplish this purpose.

The teachers themselves are not always united in their stand. Margaret Powell, in charge of the physical education department at Sam Houston State Teachers College in Texas, says, "Union members who work overtime get time and a half. In some professions this is also true. If a doctor calls on you at

night he gets more than in the daytime. I don't see why members of the teaching profession should be expected to do double time for half pay."

On the other hand, some teachers who work long hours feel that professional standards are involved. Betty Smith, principal of an elementary school in Georgia, says, "No, we shouldn't receive extra pay because I think free services are in accord with the code of ethics of the teaching profession. Long, uncompensated hours are to be expected. They are one of the requirements."

To help solve the extra-pay dilemma, many surveys, studies, and conferences have been conducted during the last ten years. The National Education Association; American Association for Health, Physical Education, and Recreation; several state organizations; local boards of education; and other groups have been busy gathering data on the problem. They have found that many communities give extra pay for extra services. However, this is by no means standard procedure.

The author's own study has shown that practices in selected school systems across the country generally fall into five groups:

- Extra pay is provided for all school activities that require work beyond the normal school day.
- Extra pay is given only in the area of athletics.
- Release time is provided for extra work.
- Supplemental teachers are hired.
- All school activities are considered part of the normal teaching load, and no additional pay is given.

Practices Across the Country

The public schools in Aberdeen, South Dakota, pay for all extra activities. The assistant football coach gets two hundred dollars a year and the ticket manager one hundred dollars. Intramural activities pay \$1.25 an hour. The band director gets five hundred dollars; the orchestra director, three hundred dollars; the supervisor of school publications, two hundred dollars; the staff member in charge of the school radio program, one hundred dollars; and the printing instructor, two hundred dollars. In Nashville, Tennessee, they give extra pay at varied rates, ranging all the way from fifteen dollars a month for a special teacher of spastic children to seventy-five dollars a month for a senior high school coach.

Bayshore, Long Island, New York, has a unique arrangement based on hour values for various services. A preliminary survey resulted in the allocation of a certain number of hours for each activity. For a hundred hours of work, teachers receive four hundred dollars; for two hundred hours or more, eight hundred dollars. Some activities approach, but do not reach, a hundred hours. The senior play, for example, takes eighty hours. In such cases the principal usually recommends payment of the four hundred dollars. For activities that approach two hundred

hours (JV basketball, 180 hours) the instructor receives the full eight hundred dollars. The schools in Bayshore have many clubs in their program: Latin, science, French, and riding clubs, among others. These are all valued at fifty hours. Teachers in charge of them are usually assigned another fifty-hour activity to make a total of one hundred hours. In this school system forty-seven out of sixty faculty members receive extra pay.

Many schools faced with this problem pay for coaching duties only. Salt Lake City follows this practice. There the annual pay for senior high school athletics coaches is \$240 more than that of other teachers with similar training and experience. In Louisville, Kentucky, some athletics coaches receive as much as eight hundred dollars in extra compensation, but the board of education has not supplemented the salaries of teachers in charge of band, dramatics, and other activities. A few individual schools give some of these teachers part of the proceeds from plays and other activities that they supervise, according to W. F. Coslow, assistant superintendent of schools. Buffalo, New York, pays its athletics instructors supplementary salaries ranging from six hundred dollars for the football coach to three dollars an hour for athletic league coaches in grade schools.

The Chicago schools, like some others throughout the country, do not give extra pay. Instead, release time is provided. As Benjamin C. Willis, superintendent of schools, points out, "In our salary schedule we do not provide extra pay for extra services. We make an exception for teachers who work beyond the normal school day—that is, those who have additional classes because of the shortage of space. We pay extra compensation for this extra time. In regard to the coaching of athletics, we adjust the teaching schedule to compensate for this work." White Plains, New York, also follows the policy of giving time off during the day to compensate for extra hours spent in school activities.

In Los Angeles, California, supplemental teachers are hired to take on certain school activities. Hazel Harrod, supervisor of planning and research, explains: "We have what we call supplemental teachers, who are assigned to an after-school activity that is not part of the full day's program. Such teachers receive an additional \$145 for each school month, forty hours a month being considered full-time service. Supplemental teachers are employed in but one field, physical education. The amount received depends on the length of time given to a particular sport. One sport may be continued for a twelve-week period; another may last fourteen or fifteen weeks."

Finally, there is the great mass of schools where coaching, band, orchestra, and similar activities are considered part of the normal teaching load and no additional pay is provided. The school system of

Clayton, Missouri, is typical of this group. "The Clayton Public Schools believe in paying all teachers well," writes Superintendent of Schools John L. Bracken. "In turn, they expect teachers to do the work for which they are hired. No Clayton teacher has been paid above schedule. . . . A full explanation of the situation is given at the time of employment." In Greenwich, Connecticut, pressure for extra pay has been exerted by coaches and other groups. The board of education has held, however, that their duties are part of their regular job.

Roundup of Suggestions

This many-faceted problem of extra pay and extra services concerns a large number of educators, administrators, and laymen. Various ideas for solving it have been advanced, of which the following are perhaps the most pertinent:

The educational program in all school systems should rest on a sound financial base. Teachers' salaries should be sufficient to provide a comfortable living. Faculty members should not have to seek extra work in school or elsewhere to make ends meet.

If possible, there should be enough staff members in every school to make it unnecessary for anyone to take on an extra load.

Extra work means loss of efficiency. A teacher can perform at his best for only a certain number of hours a day. Then the law of diminishing returns sets in.

All teachers work beyond the school day. They prepare teaching assignments, grade papers, keep records, and take on other professional responsibilities. It is difficult, therefore, to determine what is extra work.

Extra work in education is not comparable to extra work in business or industry. Professional ethics dictate that positions in public service cannot be categorized in the same way as can those involving only personal gain.

Teaching loads should be equalized as far as possible. If inequalities exist that cannot be corrected through extra staff, extra pay is justified.

Where extra pay is provided, it should be distributed equitably for all who work beyond a normal school day. Teachers should perform extra work only in areas where they are qualified.

The most acceptable form of compensation for additional duties appears to be extra salary. The practice of release time does not seem to meet the wishes of most teachers.

The problem of extra pay for extra service is not an easy one to resolve. Convincing arguments can be given for or against the views that have been presented. Since local needs differ, a nation-wide solution cannot be prescribed. However, any community that is wrestling with this problem may well be guided by the foregoing points. They represent the thinking of teachers and administrators throughout the country.

Educators State Their Views

Three nationally known school administrators have expressed some important opinions on this subject. Virgil Rogers, dean of the School of Education, Syracuse University, believes that ideally the teacher should be released from teaching duties to offset extra school services, "thus maintaining a balanced load and a uniform salary schedule. In many school situations the administration is not in a position to do this and must load certain teachers . . . with extra duties, including dramatics, band, athletics, supervision of school paper, and so on. Where teachers are assigned such responsibilities over and above the regular teaching load, certainly extra compensation should be provided. This is only fair to those who are called upon to carry added responsibilities."

Leo C. Fay, professor of elementary education at Indiana University, thinks that "the services would be part of the regular load of the people directing them. If these activities are added to an already full load the teacher ought to be paid extra at a rate comparable to his regular salary. This is an area where people can be easily exploited unless a definite policy exists to protect them."

And from Finis E. Engleman, executive secretary of the American Association of School Administrators, comes this statement: "Under ordinary circumstances the assignment of any teacher should be a full load, but not an extra one. In general, then, there should be no extra pay for extra work. When the situation, manpower-wise, is such that members of the regular staff must temporarily accept an unreasonable load, they should be compensated for this assignment. . . . Regular overtime assignments reflect a condition of understaffing, and the best answer is not that of overloading and extra pay but of additional staff."

The answer to the important question "Should teachers receive extra pay for extra services?" must be resolved in each community. A satisfactory solution, however, requires these essentials:

The educational program must rest on a sound financial foundation.

Salaries should compensate adequately for the work performed.

As far as possible, normal loads should be assigned to all teachers. Whenever teaching loads cannot be held to a desirable level, the teacher should be provided with extra compensation.

Charles A. Bucher, professor of education at New York University, has had twenty years' experience as a teacher in elementary schools, high schools, and colleges. He is the author of many professional books as well as of articles that have appeared in leading periodicals. He is also a widely sought speaker and consultant on school problems.

Baby's Demands and Parent's Desires

No matter how eagerly awaited Baby may be, or how cherished on his arrival, there are still a good many adjustments that Mother and Father have to make. Each, for example, must get used to the idea of being a parent. What is more important to the present and future happiness of the family than for young mothers and fathers to understand their new roles and learn to play them well?

This is the eighth article in the 1956-57 study program on the preschool child.

Kent A. Zimmerman, M.D.

NO ONE CAN CONCEIVE OF BEING A PARENT without picturing himself in relation to a child. The child need not be one's own, of course. The sense of parenthood can come whenever we are responsible to and for a child—through adoption, for example, or by proxy, as when a godparent or relative takes over the care of children who are his own kin. The sense of being a parent can even be felt (though partially and incompletely) by persons who behave in a parent-like way with the children of a friend or with friends of their own children. But in this article we shall limit ourselves to the ordinary conception of parenthood, to adults and children who live in close contact with each other for a period of years.

Another condition of parenthood (and one we do not usually think of) is that a person's sense of being a parent is dependent upon his other life roles—as wife or husband, as the child of his own parents, as a housewife, a wage earner, a professional or business person, and so on. If he is to become and to be a parent, these other roles have to be changed or modified in some degree. Most prospective parents have a vague idea that such changes will be necessary, but it is a rare individual who can actually conceive the full extent of all the demands that will be made upon him.

The experience of pregnancy usually prepares a woman for the modifications in the husband-wife relationship that the new baby will bring, especially the first child. Both the young parents are likely to be worried and fearful at this time—not only about the mother's well-being in pregnancy and labor but about the child's physical completeness and health. They may talk over their anxiety together, or they may



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keep it to themselves, depending on how much sharing of feelings there is between them. The husband may also have some concern about the amount of interest his wife has in the unborn child. In fact, he may sense quite early the need to share his wife with the baby—a need that he may feel more acutely during the first few months of the infant's life.

With the arrival of a new baby, the roles of the parents and other members of the household usually undergo drastic changes. Because of the baby's utter helplessness the mother has to become almost all mother. If she was a wage earner before her pregnancy, she has to stop being this sort of person altogether for a while or possibly for many years to come. If she devoted herself to being a wife and housekeeper, this pattern too will have to be changed.

Sometimes the mother finds it easier to take on her new role if she can have household help for a time—a maid or a housekeeper. This arrangement brings not only physical relief but also mental relief, since many women worry about neglecting their homes while they care for the new baby. Often the doctor has to order a conscientious young wife *not* to try to keep up with the housework. Such a woman wants to keep on feeling adequate in her former role until she has gained confidence in herself as a mother.

Frequently it is the wife's or husband's mother, rather than an outsider, who comes into the home to run the household and get the meals. This is generally an excellent solution to the problem; however, it may at times be a mixed blessing. For some wives and husbands the presence of their own mother can be confusing, if she still looks upon them as her dependent children rather than as married adults on an equal status with her as a parent. The new mother and father are just getting used to thinking of themselves as parents. If their own mother or mother-in-law, now the grandmother of the new child, unconsciously wants them to be dependent upon her, they may be puzzled about how to think about themselves. Are they parents, or are they still children?

Father Enters the Nursery

Very often young parents cannot afford household help, and the grandmothers, for one reason or another, are unable to step in even for a short time. As a consequence, the modern father seems to think of his role in a broader way than fathers ever have before. He is coming to look upon that role as having something of the maternal in it, at least during his child's first year. The brand-new father now expects to participate in the care of the baby. He warms bottles, changes diapers, gets up at night for Baby's two-o'clock feeding, and perhaps gets his own breakfast—if his wife has been up much during the night.

Think of the difference between this modern father role and that of two or three generations ago, when men in all social classes felt that being a father had

little or nothing to do with actual baby care! They could proudly take credit for their new child, but their main concern was with earning more money in order to provide better for the growing family. Today's father feels close to his children and shares with his wife a mutual interest in their growth. And as time goes on, the children too benefit more and more from companionship with their father.

Mothers also look at their roles far differently than they used to in the early nineteen-hundreds. Cultural changes have tended more and more to equalize the status of the sexes—especially in industry, business, and the professions. Many women gain success and considerable personal satisfaction in such activities, and have much the same feeling about the spheres of home and work as do their husbands. Occasionally, however, a mother, at home with her new baby, will cling to the qualities that made for success in her job because she feels that what produces success in one role may be expected to produce it in another. A good stenographer, for example—one who might also have been in charge of other office workers—has enjoyed paying attention to a great many details. She has been able to suggest and to demand certain performances from other office workers and has derived satisfaction from being an indispensable assistant to her boss. But these same qualities are not appropriate to mothering a helpless baby, particularly if he doesn't take well to a rigidly fixed schedule of feeding, sleep, and elimination.

Then, too, the absorbing task of caring for a young baby often gives the mother a feeling that hers is the principal responsibility. In the sphere of child care, her husband is now her assistant—and this "switch" may be hard to make. She may think her husband is leaving everything up to her, that he isn't doing his part, even when this may not be exactly so.

Working Mothers Can Be Good Mothers

Many mothers, for personal or economic reasons, decide to return to work during the years when their children are still dependent on them. I think it unfair to pronounce judgment on such mothers or condemn them as being less than "good" parents. Actually some women do not get sufficient satisfaction out of their roles as mothers; they really have to have a work role in order to be happy. If a mother is honest with herself and clear about her needs, her child suffers no harm. And she can still fill her maternal role—better, perhaps, because she has retained a sense of her own worth as a person.

The mother who has not found fulfillment in her role as a woman is not likely to savor the role of mother and play it with full power. She may try to hide her brooding and frustration, but they are bound to spill out and affect the happiness of her husband and children. Where selfhood and parenthood go hand in hand, one advancing the other, the



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two roles are likely to be played affectionately, generously, and with increasing satisfaction in both.

Of course, the mother who works full time will have to make the proper arrangements for the child while she is away from home—and by “proper” I mean arrangements that will fit his growth needs and capacities. The mother who puts her child in an all-day nursery school, when he still needs to be cared for by a housekeeper or some other individual, is not being very maternal. Likewise, not making sure that the child will be cared for by the same person month after month, rather than by a succession of persons, is a breach of maternal responsibility. A mother who permits this to happen loses respect for herself as a mother. She may be unaware of the feeling except through the unhappiness of her child; but the feeling is there just the same, and it will interfere with her satisfaction in her work.

On the other hand, a father's sense of adequacy as a parent is very much related to his sense of adequacy as a worker, a businessman, or a professional person. If he feels he is a failure at his job or doesn't respect himself in his work, this feeling is bound to influence his behavior as a parent. Some men try too hard at being fathers, to make up for lack of satisfaction in their work. Others are so successful in their careers that they find little real reward in being fathers, and give themselves grudgingly to this role. Consequently when a child of theirs doesn't do well in school or social life, they are hurt and angry at him. “I'm doing

my part in providing for the family. Why can't he do his part?” is their complaint, and one that reveals a wide gulf between father and child.

The young couple's roles as husband and wife also influence their sense of parenthood. Naturally they may feel a bit anxious about how the new baby will affect the relationship between them. But the anxiety soon disappears as they find that meeting the child's needs does not make them less aware of each other's.

Marriage Is Still a Partnership

Having a child in the home certainly means that parents must give up their exclusive interest in one another, and at times some parents may feel that they are competing with the child for their wife's or husband's interest and affection. When this happens, they lose respect for themselves—both as parents and as marital partners. Relations between the couple may then become less satisfying, and sooner or later even the child may become aware of this dissatisfaction.

Sometimes a drifting-apart process takes place so slowly that the parents are hardly aware of it. When they marry, most modern young people have a great deal in common. They probably met at college or at work. They fell in love. They shared one another's interests and were good companions. Yet now that they have assumed the role of parents, they may gradually lose their eager interest in each other's needs.

As the children grow and their demands multiply, the couple have less and less time alone together. Probably they spend that time not talking about themselves but about the everyday problems of child rearing. Shall Susie wait until next year to have her teeth straightened? Should Tom have a new jacket again this winter? And so on. Later, when Susie and Tom have left home and the parents are alone once more, they find they have nothing to talk about. The wife has lost touch with her husband's business problems, and he in turn may have stopped talking about them to avoid a counter recital of household crises.

Yet, on the whole, baby's demands—both for attention and for time—have a wholesome effect on the parent's desires. By creating new roles for both parents, they contribute to the continuous interplay among the varied roles that make up a person's concept of himself and add richness to his inner life. To think of oneself *only* as a parent, quite apart from one's role as a worker or a husband or wife, is far too simple. Moreover, it limits one's understanding of the marvelous dynamic balance that the personality is capable of maintaining.

Kent A. Zimmerman, M.D., is the eminent director of child guidance services of the Children's Hospital of the East Bay in Oakland, California. He has had special training in pediatrics and psychiatry and was formerly chief of the mental health service, California Department of Public Health.



Our Son Likes Books...

Phyllis G. Stigall

I COULD WRITE SEVERAL BOOKS tracing our child's reading experiences. But here I shall content myself with touching briefly on some of the ways in which we have encouraged our Sam, now eight years old, to read. Ever since he was born we have read a great deal—about him, beside him, to him, and with him. Dr. Spock, Dr. Gesell, and Dr. Ilg were our first sources of information about Sam. I read their books while he was being fed as an infant. It was one way to keep awake during the early morning feedings, and it was the only time I had to read.

Long before he was a toddler we made up songs about him. The lyrics were based on stories and poems we knew he would meet later. One line he heard early and often: "The time has come, the Walrus said, for Sammy Pooley to go to bed."

When he was old enough to understand, we told him stories that we planned to read to him later on. We were always on the alert for the right moment to introduce him to storybook friends. For example, the sight of a small rabbit in Grandmother's yard casually opened the way for her to tell about Flopsy, Mopsy, Cottontail, and Peter. Sometime afterward, when Beatrix Potter's stories were read to him, he was delighted to meet his old friends between the covers of a book.

We ourselves read a great deal, and the availability of our own papers, books, and magazines certainly makes it easy for Sam to select what he wants. When we are reading we permit him to look over our shoulders and to interrupt. When he asks us to read our

own fare to him, we do so even when we doubt that he will be interested.

No one has ever said to Sam "Don't touch the books" or "Don't write in a book." In our family we do write in our books when we have good reason to. If the grammar in a passage happens to be weak, we enter a correction in pencil. When we want to make notes in the margin, we do so. However, Sam has never destroyed a book, though many of his favorites are worn and frayed from use.

Soup Can as Reading Aid

In his preschool days he spent a lot of time with me in the kitchen. Before I opened a can of soup or frozen juice I would read the directions aloud to him. I also showed him how to make accurate measurements when following a recipe. Later I took time to let him read recipes or directions with me. Now he can read them to me, or read and follow some of them himself.

Whenever he got a new toy that had to be assembled, such as a tinker toy or a freight station, we read the directions to him before he began to put it together. After this procedure was repeated many times, he learned to read them himself. Rule books for baseball, chess, card games, basketball, and football have not by any means eliminated all arguments about how to play, but they have helped him to learn about rules and how to follow them.

When we first began reading to him, we consistently started at the beginning of a book, reading the

Young Sam's life is full of wonders that his mother opened to him when she unlocked the world of the printed page.



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We

Planned It That Way

whole title page first. We carefully used tables of contents and indexes to find stories and poems he wanted to hear read to him again.

Sam was ten months old when we took our first trip together. In our family, preparation for a journey starts long before we lock the front door behind us, and Sam is always included in the planning. We have made a point of reading to him about the places we're going to visit. We show him pictures, answer questions, and try not to laugh when he asks for the ninety-first time what state Chicago is in. Before each trip, since he was two years old, we have showed him on the map where we were going and by what route. Months before a train journey he goes with us to the ticket office to get information and timetables. The first time he saw a timetable he was surprised. He'd expected a real table with legs! This visit taught me something too. It revealed how much we sometimes took for granted about Sam's knowledge of words.

When Sam and I went driving together I used to encourage him to read road signs, so he could feel he was helping me. The experience gave him an interest in new words, taught him the standard shapes of road signs, and helped him recognize familiar words in unfamiliar sizes and settings.

Now on all our trips Sam takes along a notebook and two maps. One map shows our itinerary; on the other, which is blank, he traces the itinerary as we go. In the notebook he records, in words or pictures, whatever strikes his fancy—objects, people, scenes, events, ideas that occur to him, bits of conversation.

One Child's Library

But most important of all, we (and *we* includes aunts, uncles, grandparents, and friends) have always given him books and have, all of us, read them to him over and over. During the last few years Sam has collected books in many fields of interest, and he almost never discards one. Some he reads again and again even after he has outgrown them. Consequently we have a hard time keeping him supplied with orange crates to use for bookcases.

Margaret Wise Brown and Jean de Brunhoff have been Sam's favorite authors since he was two; Jean Charlot and Leonard Weisgard are his favorite illustrators. His library includes the Little Golden Books; several dictionaries, one of which is a French dictionary; a children's encyclopedia (the source for many homework assignments in the second grade); several versions of the Bible; a few stories in French; many travel books; books about bugs, shells, mechanical things; *Arithmetic Can Be Fun*; *Our American Inventors*; *History of the World*; Thornton Burgess' books of animals and birds; children's versions of the *Iliad*, and the *Odyssey*; *Stories from Shakespeare*; plays he has seen; and many children's classics, such as *A Child's Garden of Verses*.

Sam's library is supplemented by our own, by the college library, the public library, and the school library. His second- and third-grade teachers have encouraged the children to take books home or to bring books from home and report on them to the rest of the class. For Sam, competing with other chil-

dren to see who reads the most books has been good.

"Let's look it up" is a constant admonition at our house. Sam's first questions were answered by referring to authorities on whatever subject aroused his curiosity. The unabridged dictionary next to the couch in the dining room helped him learn to look up words, also providing a legitimate excuse to get up from the table during a meal! The big book has been a spur to table conversation, to say nothing of the additions it has made to our knowledge of words. Our dinner talk is full of bits of information we have picked up about subjects in which Sam is especially interested.

Our trips to cities are highlighted by visits to art museums, planetaria, aquaria, small zoos, natural history museums, and historical museums. We can't resist buying pictures and books at each place, and we pore over them between visits. The walls of Sam's room are covered with maps (many lovely ones are offered free by airlines and national tourist bureaus), and he uses his world globe frequently. His trains and small boats make regular trips across continents and oceans to places he has seen or read about. A lovely reproduction of the bust of Nefertiti opened a whole area of reading about Egypt, then Greece. And a third-grade study of the Antarctic and the International Geophysical Year has turned his attention to articles on this subject in newspapers and magazines.

Music and Movies

Records have always been important to Sam, both his own and ours. As I recall, *Oklahoma* was the first that he found appealing. He has worn out dozens of Golden records and countless disks from the Young People's Record Club (among them many good folk songs and the lovely *Midsummer Night's Dream* music). His taste ranges from the ridiculous and wonderful *Gossamer Wump* to *American Bird Songs* and on to Bach played by Albert Schweitzer.

He has seen a few carefully selected movies. For each of these we have studied the theme and noted the cast, director, and producer. It was a movie (*Knights of the Round Table*, I think) that introduced Sam to Stonehenge. Since seeing Stonehenge last summer he has been delighted to meet it again and again in such books as the *Wonderful World of Archeology*. The movies also gave him his first view of a symphony orchestra in action and brought to life *What Makes an Orchestra?* The movie *Brigadoon* and a concert by the Scots Guards, who toured the United States last year, inspired an interest in Scotland that embraced history, geography, music, and stories (Porter's *The Scottish Chiefs* and Ian Finlay's *Young Traveler in Scotland*). It's hard to tell whether his interest in the dance came from books and records or from a performance of the Ballet Russe.

Sam has seen film strips on travel subjects and

world religions and has enjoyed reading the texts and captions no less than the directions for using the projector and the screen. At church he has had an opportunity to read and hear the magnificent Elizabethan prose of the *Book of Common Prayer*. He has read the hymn book and enjoyed its miscellaneous notes on music history as well as the poetry of the lyrics.

A young artist loaned Sam her copies of the *Pooh* books, illustrated them in pastels for his first-grade class, and then gave him the drawings. *Pooh* has been a member of the family ever since.

There is very little a curious child can do that will not encourage him to read. And there is little in his reading that will not encourage new interests and activities. Nor does it matter which comes first.

With the groundwork laid before he started to school, our problem now is to help Sam maintain his interests, continue what we started, and help him budget his time to allow for the reading he wants to do.

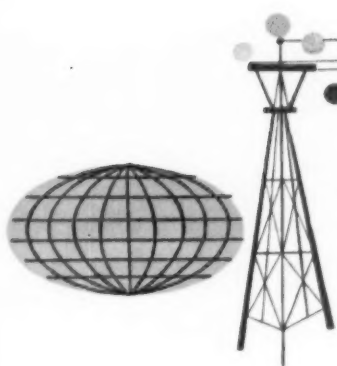
This reminds me of a five-year-old girl we met on a train about four years ago. As I was reading to Sam, she came to listen quietly at my shoulder. Her mother had said, "I'm not going to read to you. You can learn to read for yourself in school next year." Besides stirring Sam's sympathy for the youngster, the incident made him aware of the fact that families differ.

Books Always Within Reach

In a community like ours, which is devoid of a large bookstore, the easiest way to buy books may be through a book club. This idea may work out well if the parents are alert. But good reviews of children's books are so handy, teachers and librarians are so helpful, trips to city bookstores are so enjoyable, and mail orders so easy to place that no parent should find it impossible (or even difficult) to make good reading available to his child. A parent who reads himself and who cares about his child's reading cannot fail to find ways to help him become interested in reading.

If the interest, ability, and books are there and a child still doesn't read, then the parents' job seems to be to find professional help early. We are glad we didn't have this problem with Sam, but we do know that much can be done by reading specialists to guide children expertly into "the wonderful world of books"—and to make reading a way of life.

When Phyllis G. Stigall read the question "How can parents stimulate their children's interest in reading?" in last November's "What's Happening in Education?" she was inspired to write this article. Both Mrs. Stigall and her husband are on the faculty of Lincoln College, Lincoln, Illinois, and both are active parent-teacher members.



NOTES from the newsfront



To Sleep—Perchance To Learn?—Can our minds go on learning while we're asleep? Two California psychologists decided to put this popular belief to a test recently. First, they quizzed their subjects (twenty-one normal, intelligent young men) on ninety-six factual questions pertaining to history, sports, science, and other topics. Then the men were bedded down in separate booths, and while they slept the same questions, plus the answers, were broadcast at five-minute intervals. When the men awoke and were retested, not one of them had learned a single thing!

The Streamlined Peanut.—That death trap for many a good diet, the bowl of peanuts, will soon be relatively harmless. Specialists at Iowa State College have announced the development of a de-oiled peanut that answers the prayers of every peanut-loving weight watcher. A handful of the de-oiled nuts has only seventeen calories compared with the eighty-four in a handful of ordinary peanuts.

Our Expanding Lexicon.—To read a newspaper or a book these days you need a vocabulary one third larger than did the readers of a hundred years ago. Each year some three thousand new words are added to the million already in our language. Where do the new words come from? From scientific discoveries and inventions. Radio alone has put five thousand new words into our dictionaries.

A Musical Invitation to Young America.—High school students who will be visiting the nation's capital this spring are invited to attend the free symphony concerts given by the National Symphony Orchestra. The concerts, designed especially for young people, are held every evening from April 17 to May 21 in the beautiful Pan American Union, or, if weather permits, under the stars in the Aztec Gardens. To obtain free tickets, students should write to Ralph Black, Manager, National Symphony Orchestra, 1779 Massachusetts Avenue, N.W., Washington 6, D. C.

From Sunday to Sundae.—In case you've ever wondered how the sundae got its name, here's the answer. It all began in Evanston, Illinois, in the late 1800's, when the pious town fathers passed an ordinance forbidding the sale of ice cream sodas on Sunday. As a consequence, some drugstores started serving ice cream with syrup but without soda. This sodaless soda came to be known as the Sunday soda and grew so popular that customers soon were ordering "Sundays" every day of the week. When some people objected to christening the dish after the Sabbath, the spelling was changed to "sundae."

Mankind's Many Tongues.—More than a thousand distinct languages are in use today in the world, the United Nations Educational, Scientific, and Cultural Organization

reports. This total does not include the innumerable dialects, of which there are a thousand in Africa alone. Twenty-nine languages are widely used—that is, used by more than ten million persons. What tongue is spoken by the greatest number of people? Chinese.

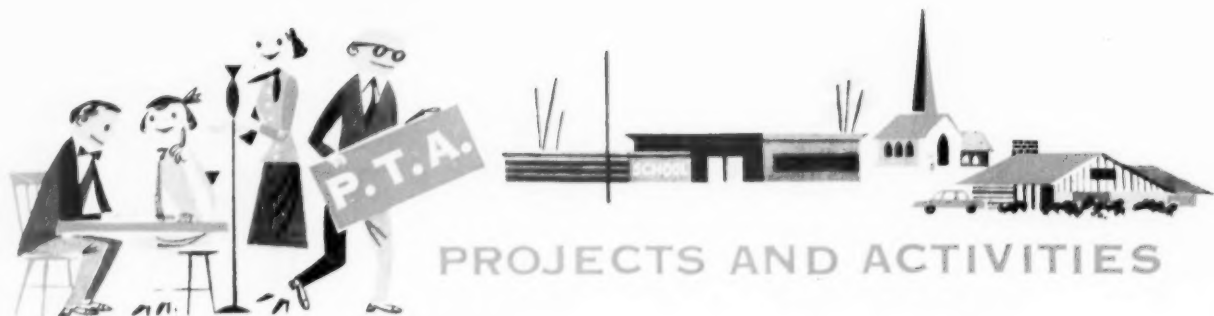
Treatment Reverses a Trend.—In 1956, for the first time in many years, the number of patients in the nation's mental hospitals did not show an increase. In state mental hospitals there were actually about seven thousand fewer patients than the year before, despite a record number of admissions. Why this hopeful trend? The National Mental Health Committee attributes it to the fact that states are spending more money for intensified treatment and for personnel. By treating patients rather than just maintaining them, many top state mental hospitals were able to discharge from 65 to 80 per cent of their first-admission cases last year.

A Hemispheric Community.—Pan American Day (April 14) and Week (April 8–14) offer the 347 million Americans in this hemisphere—from Alaska to Cape Horn—a chance to reaffirm inter-American friendship. The Organization of American States urges communities in all twenty-one of the American republics to join in making Pan American Week a time of commemoration, friendly understanding, and gay festivity.

Telltale Tears.—A person's tears can tell quite a lot about his general health. Dr. Olive Erickson of Stanford Medical School has discovered. Tears contain three chemical elements: lysozyme, globulins, and albumins. When a person undergoes some severe stress or is poorly nourished, subtle changes occur in the ratio of the three chemicals. When illness strikes, the changes are startling. Because of these findings, analysis of tears may some day become a routine tool in the diagnosis of disease, just as blood tests are now.

Moving Statistics.—If your address book is a tangle of scratched-out addresses, it's no wonder! Census Bureau figures for 1956 indicate that Americans are moving in record numbers from one place to another. Thirty-seven million changed addresses during the year—about one out of every four and a half people. Five million moved from one state to another and five and a half million from one county to another within a state. Young adults moved much more frequently than did older people.

Catalogue of Courtesies.—A school essay contest on the subject of "Manners" elicited this literary effort from a nine-year-old boy: "I have good manners. I say goodnight and good morning and hello and good by, and when I see dead things lying around the house I bury them."



PROJECTS AND ACTIVITIES

Yankee Enterprise Wins President Eisenhower's Praise

OUR LITTLE TOWN OF CANTERBURY, New Hampshire (population 700), has a new school. It's a modest, six-room school, but it has won commendation for our town from the President of the United States. Its construction was a project "in the best American tradition of self-reliance," said President Eisenhower.

This Canterbury tale begins more than a year ago. Canterbury schoolchildren pursued learning in five dingy one-room schools with wood stoves and out-houses. After long debate in three school meetings, our community authorized the school board to borrow up to \$59,000—the town's legal debt limit—to build a modern schoolhouse.

When the contractors' bids came in, our dreams of a modern school wilted like lettuce under a scorching sun. The lowest bid was \$85,000! But Canterbury people hew to the Yankee tradition of never giving up. A new school we would have—if we had to build it ourselves. And build it ourselves we did. To fill the depressing financial gap between \$59,000 and \$85,000, we mustered all our Yankee thrift and ingenuity, and we marshaled more than three thousand hours of voluntary labor from more than a hundred volunteers.



The children of Canterbury and their "fine new school"

Do It Yourself

The first money-saving step was to have the school board (consisting of George Grace, poultry farmer; Walter Comee, businessman; and Mrs. Ralph Keeler, housewife) serve as general contractor. In this capacity they sublet contracts and hired a foreman.

Canterbury's P.T.A. secured pledges of voluntary labor. In the spring, fathers and other volunteers cleared the school site, dug the ground, unloaded equipment, hauled cement, and built forms. P.T.A. members with special skills contributed their services. Ralph Keeler, for example, did all the electrical wiring; Richard Stevens put up ceiling tile; and Richard Dickson built and installed the ventilating ducts. To cut labor costs, mothers scraped and scrubbed and polished.

Everybody Gave

From a charitable trust fund came a gift of \$7,500. Small gifts came from residents. But despite this help, money ran out before floor tile (costing \$1,000) had been purchased. A lively country auction, sponsored by the P.T.A., raised \$1,061. Everybody gave, and everybody bought. In the good cause, a little girl parted with her puppy, which an understanding adult bought and restored to her eager arms.

When money was needed for paint, the P.T.A. formed a Quart and Gallon Club and raised the necessary funds. Five youngsters gave a quarter apiece, saved from their small allowances. Another lad sold his services for a day and contributed his earnings. Volunteers, rounded up by the P.T.A., applied the paint.

Today on a hillside overlooking our quiet town stands the school that the people of Canterbury built—a beautiful, two-level, cinder-block building with brick facing.

President Eisenhower praised the citizens of Canterbury in these words: "Their hard work and sacrifice will result in more than a fine new school. Their example will stimulate a keener sense of responsibility among the young generation, and their accomplishments will become known in communities throughout the nation."

—MRS. ANDREW FOWLER

President, Canterbury School P.T.A.

FOR

PROGRAM

BUILDERS

*The National
Chairmen Suggest . . .*

In order to enrich and enliven P.T.A. programs, the chairmen of our National Congress standing committees are ever on the lookout for important new reading matter in their respective fields. Here we share with you some of their more recent finds, which they have recommended to state congress chairmen.

International Relations

In Europe today there are more than a quarter of a million refugees, many of whom have lived in refugee camps for ten years or even longer. Their sad plight is described in *Challenge to Your Conscience*, a leaflet issued by the United Nations High Commissioner for Refugees. As Mrs. Durand Taylor, national chairman of International Relations, points out, the refugee problem is "a great issue confronting the consciences of free men everywhere." If you want to learn how you can help, write to the Office of the U.N. Commissioner for Refugees, United Nations, New York, for a free copy of the leaflet.

Health, Juvenile Protection

Both Henry F. Helmholtz, Health chairman, and Mrs. E. L. Church, Juvenile Protection chairman, have brought to the attention of their state chairmen some authoritative new materials on the alcohol problem, written by Raymond G. McCarthy of the Yale Center of Alcohol Studies. A series of six leaflets on *Exploring Alcohol Questions* and three discussion guides (*The Physiological Effects of Alcohol*, *Community Opinions on Alcohol Problems*, and *Individual Attitudes Toward Alcohol*) may be obtained free from Mr. McCarthy, Yale Center of Alcohol Studies, New Haven, Connecticut.

School Education

One of the problems highlighted in the Action Program of the National Congress is how to get enough good teachers—and keep them. To help solve this problem, John W. Studebaker, chairman of School Education, suggests the use of a leaflet prepared by the National Commission on Teacher Education and Professional Standards of the N.E.A. Entitled *Invitation to Teaching . . . If You Have What It Takes*, it gives up-to-date information on opportunities, requirements, salaries, and preparation needed for the teaching profession. Send to the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C., for a free copy, and pass it on to a young person in your community.

Safety

What is your state doing to safeguard children on school buses? Detailed data in answer to this question, says Mrs. P. D. Bevil, Safety chairman, will be found in *School Bus Safety: Operating Practices*, reprinted by the National Safety Council from the October 1956 issue of *Safety Education*. This is but one of the more than seventy *Safety Education Data Sheets* that are available for a small fee from the National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

POETRY LANE

What's That?

Remove all the knickknacks,
The ash trays and matches,
Place high all the gadgets
That cause cuts and scratches;

Get rid of the ant paste,
Inks, cleaners, and bleaches,
And check shelves and cupboards
Inviting short reaches.

Have ready replies to
"Who's that?" and "What is it?"
A two-year-old's coming
To pay us a visit.

—MARGARET NEEL

Explorer of Mist

Lone little boy on a playground swing,
Scouting the edge of the sky,
What do you see from your soaring wing?
What do you dream and why?

Never a smile and never a word—
To the top of the world you go;
Explorer of mist, as a mythical bird,
What do you see or know?

Over the mountain and over the plain,
Skimming as light you race;
Are you a saucered satellite-brain
Spinning off through space?

It's a long, long ride in a playground swing
To the beaches of the moon;
Do space-men fold each silver wing,
Then scurry home at noon?

—CULLEN JONES

First Blooming

Ahead of spring's gilding and greening,
children brighten the unburnished woods,
wearing red rubber,
wearing blue and yellow wool.

They come to discover a river,
a lake, a creek,
a waterfall. They come
to wade the melted winter.

Ahead of spring, children,
in cornflower-blue and yellow,
launch a thousand maple twigs
on bright, new water.

—PEARL LUNT ROBINSON

OF MENTAL HEALTH

Study-Discussion Programs

I. PRESCHOOL COURSE

Directed by Ruth Strang

"Baby's Demands and Parent's Desires" (page 25)



Points for Study and Discussion

1. Think of some young married people you know. In what ways have the needs and demands of their babies and preschool children interfered with their previous way of life? What has been their reaction? Lois Barclay Murphy, who works with preschool children whose mothers engage in many social activities, gives us a glimpse of parents' attitudes as seen through children's eyes. Many of these youngsters, when playing spontaneously with a family of dolls and toy furniture, would make the mother doll say to the little girl doll, "You bad, naughty little girl, to get up so early in the morning." Possibly the mothers never really said this, but the children sensed that Mother was annoyed when she had to get up at the children's normal rising time after having been out late the night before. In what other ways does the care of infants and young children demand some sacrifice on the parents' part?

2. How do working mothers feel when they give up their jobs to keep house and take care of their children? How would their reactions vary with the kind of jobs they have held and the amount of housework they personally have to do? For example, Esther had been a successful laboratory technician. After her baby was born, she missed the stimulation of her work and her associates, and resented the routine of bathing the baby, getting his meals, washing diapers, and doing housework that practically filled her days.

3. What are some of the satisfactions that make up for the things parents cannot do when they are responsible for a new baby or small children? For instance, Marian had commuted every day to the city, where she held a responsible job. But when she stopped working, she discovered that she enjoyed being out in the sun with her baby, felt relief from the tension of competitive work, and found deep pleasure in watching her baby's development.

4. Dr. Zimmerman points out ways in which parents have to change their various roles in life in order to adjust to their new role of parent. How may pregnancy and the subsequent care of young children affect:

- The relationship of husband and wife?
- The mother's role as housekeeper and her feeling of competency in being a good housekeeper?
- The possible conflict and confusion caused by having the grandparents come in to help?
- The role of the father in the care of the baby?
- The mother's adjustment to the change from a remunerative job to the routine of caring for the baby?

5. Under what circumstances might a mother continue

with her outside job instead of staying home to care for the small children? What conditions are essential if the children's needs are to be met adequately? What conditions should be avoided?

6. Describe attitudes of the father toward his children that might stem from his attitude toward his work and success or failure in it.

Program Suggestions

- Invite a panel of young married persons to discuss the foregoing questions. Encourage them to speak frankly about how the demands of infant and child care have changed their previous ways of life and how they felt about this at first and as time went on. Ask them to tell about some of the devices they have worked out for keeping alive the shared interests and mutual appreciation they enjoyed during courtship and when first married.
- Invite a home efficiency expert to describe ways in which the mechanical aspects of the physical care of infants have been reduced—for example, by diaper service and canned baby food. Ask members to describe short cuts they have discovered or have heard or read about.
- Invite several mothers who have successfully continued their work outside the home to tell about their difficulties and how they have met the needs of their families. Ask them to discuss the importance of good health, a cooperative husband, and also how they manage to avoid letting the demands of their work encroach on family life or to keep family worries from distracting them on the job. At the same meeting, several mothers who work part time at home and several others who have decided to devote full time to homemaking might be invited to describe their experiences.
- If a panel of fathers cannot be organized for this meeting, ask members to interview a number of fathers on the role they feel they should play in child care and what their satisfactions and dissatisfactions in that role have been. Appoint a committee to summarize this interview material and present it at the meeting.
- Invite a psychologist or psychiatrist to discuss some of the subtle aspects of the question: When and how can parents help children acquire the ways of civilized life? That is, when and how can children be weaned away from their unbridled demands to a consideration of their parents' desires? The speaker should emphasize the importance of doing this gradually, affectionately, and with as much consideration of the child's natural inclinations as possible. Abrupt, harsh methods of "breaking the child's will" and making him conform to the parent's demands should be avoided at all costs.

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II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Lasting Lessons in Spiritual Values" (page 18)



Points for Study and Discussion

1. The author draws a distinction between material and spiritual things. We hear this distinction made frequently nowadays, especially in our dealings with people of other lands and cultures. "You Americans have such a high standard of living, as far as possessions are concerned," they say. "But aren't you worried lest you may not develop your spiritual values to an equal degree?" What justification is there for this point of view? Does the possession of enough food, clothing, and homes for all our people, a steadily improving health record, a high rate of literacy, and similar blessings affect the development or appreciation of spiritual values?

To what extent does the goal of food, shelter, health, security, and education for all represent a "spiritual value" to Americans? At what point or in what way, then, may the possession of material things become a danger?

2. Miss Jones discusses three spiritual values: truthfulness, love, faith. Can you quote several verses from the Bible that stress these values? ("Thou shalt not bear false witness against thy neighbor," for instance.)

Can you think of Bible verses about such spiritual values as purpose in life, service, appreciation of beauty, fair play, considerateness?

3. What is a "value"? Perhaps you have heard someone say, "I can't afford not to tell the truth. After all, I have a poor memory, and I'm very busy. I'd get all snarled up if I told untruths. Honesty is certainly the best policy." Would you say that this attitude conceives of truth as a spiritual value?

Then there is the person of good character who is habitually truthful and who supposes that other people are, too. Does the possession of good habits necessarily involve a conscious recognition of goodness? Would it be fair to say that possession of a spiritual value involves recognition of the alternatives and a conscious choice between them?

4. In his article listed under "References," William G. Carr says: "Remember when morality was taught by having children copy maxims? . . . We know now that this old

way of teaching is not a good way. The best way to teach the fact that honesty is the best policy is through a series of experiences that give children an opportunity to practice honesty with satisfaction."

Can you give an illustration of how a child can learn honesty through experience? Can you suggest other values a child learns in this same way? What experiences at home, at school, or elsewhere will help a child understand and accept each of these values?

5. It is often said that modern living tends to pull families apart rather than keep them together. People have become so concerned about this trend that "togetherness" has become a sort of motto. In your home and in your community, what practices have been established to keep the family together?

6. Miss Jones says, "The atmosphere of the home, the school, and the community holds bountiful and boundless opportunities to strengthen the life of the spirit." It is a test of real skill for a teacher to create such a climate in a classroom. Suppose the teacher wished her children to learn to evaluate their own work honestly. Would she have them correct their own papers, or would she ask them to exchange papers and correct each other's?

Suppose a group needed to learn self-control and self-direction. If the teacher had to leave the class alone for a while, would it be better for her to discuss appropriate behavior with the class and leave them in charge or ask another teacher to come in?

What ethical practices can children learn in a classroom where they can talk among themselves, help each other, and take over some management activities? Are such practices equally possible in small and large groups?

7. Stressed repeatedly nowadays is the importance of the right kind of human example. In this connection, discuss the opinions expressed by some parents and teachers that a scholarly and well-rounded person like Charles Van Doren (the young college instructor whom millions have seen weekly on television) has had a wholesome influence on the ideals of children and youth.

Program Suggestions

• Thirty years ago it was common practice to set aside a period in each school day for "character education." We know now that all aspects of the school program have their character education possibilities. A panel of teachers of physical education, music, literature, and social studies could provide a valuable review of how spiritual values are being emphasized in the school curriculum.

• Many persons remember the *McGuffey's Readers*, which emphasized moral values even to the extent of ending each story with a moral. It might be of general interest to have someone read selections from these old readers, and then to contrast that early method of presenting ideals of personal growth with methods found in today's textbooks. Or, since this is the final group meeting of the year, you might like to have a "McGuffey Night," with an old-time school, costumes, songs, readings, and recitations.

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III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Are We Prolonging Youth's Dependence?" (page 4)

Points for Study and Discussion

1. Think over what Dr. Stott is pointing out when he says that "the general trend of modern living for all of us is toward greater dependence upon forces, services, and facilities outside ourselves."

How does this apply to your own life in comparison with that of your great-grandmother, for instance? Are you more dependent on others than she was in such everyday functions as:

- Getting a meal?
- Clothing your family?
- Caring for the sick?
- Traveling?
- Other activities?

As civilization becomes more complex, are we all more interdependent? Why? In what ways?

2. Dr. Josselyn points out that normally an adolescent has a strong urge to achieve independent status for himself. Can you think of illustrations from your own life with adolescents that underline Dr. Josselyn's observation? Are some of the conflicts you have with your teen-age children concerned with this very issue of their wanting more independence than you think they are ready for? In what specific ways are your young people showing that they feel a strong urge to become independent?

3. Further on, Dr. Josselyn says that it is not the prolonging of dependency that stunts young people's growth but rather the lack of opportunity for independent experimentation. The psychiatrist Dr. Edward Strecker has emphasized a similar point in his concern for "momism" in two books—*Their Mothers' Sons* and *Their Mothers' Daughters*—noted in the "References." Just what is it that makes a mother a "mom"? What is it in a woman old enough to have adolescent children that makes her over-protective? Why is it so difficult for some of us to let our children go—to give them opportunity to experiment, innovate, explore, and learn about life independently?

4. All three of your forum authors mention the importance of advanced education for tomorrow's living. What is your answer to Mr. Larsen's over-all question, "How much education—for whom and for what purposes?" As a citizen, as a taxpayer, and as a parent, how do you act when you are faced with one of the issues implied in that question? For instance, when scholarships are being increased to encourage young people to continue their education? When taxes are about to be raised to finance a junior college? When your own adolescent child wants to drop out of high school and get a job?

Program Suggestions

• Invite to your meeting a member of the personnel department of a local industry, or the man in charge of hiring and firing at a local business house. Ask him to discuss frankly with your group what it is that makes a young worker most employable from the point of view of business and industry. Just how important does this strategically placed person feel that advanced education is for jobs available in your community? How valuable are the apprenticeship experiences that young people find in part-time and summer employment? Discuss ways in which parents and employers can help youth achieve independence on both a long-term and a short-term basis.

• Put on the Socio-Drama *I.Q. High—Ambition Low*, written as a stimulus for discussion by Jane Krumacher for a cast of four persons. (Available from Occu-Press, 489 Fifth Avenue, New York 17, New York; 50 cents each, 10 per cent discount on purchases of 5 to 9 copies.) After the dramatization, ask your school counselor or someone else who knows and understands adolescents to lead your discussion of how parents can encourage young people's ambition and motivate them to do their best work. Allow plenty of time for questions and discussion.

• Arrange for a member to review one of Edward Strecker's two books on "momism." Discuss just what it is that Dr. Strecker is pointing out. From what background of experience did he write his first book, *Their Mothers' Sons*? As a psychiatrist in military induction centers, was he in a position to spot emotional dependence in young men? What does your group have to say in answer to the questions in Point 3 of "Points for Study and Discussion"?

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MOTION PICTURE previews



PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

The Red Balloon—Lopert Films. Direction, Albert Lamorisse. This delightful fantasy portrays the carefree world of childhood—a world in which it is common sense for a boy to be late for school rather than abandon his red balloon, especially when it is a magic balloon that behaves almost like a well-trained puppy. As the lad dawdles along the way to school, the film ambles leisurely from one amusing anecdote to another. Finally envious youngsters with slingshots score a bull's eye and the magic balloon expires on the grass, just like any ordinary balloon. There is no heartbreak, though, for with a stroke of pure magic all the balloons in the city descend like a great, gay canopy at the scene of mourning and transport the boy over the housetops. Leading players: Pascal Lamorisse, Sabine Lamorisse.

Family

12-15

8-12

Delightful for all ages

FAMILY

Suitable for children if accompanied by adults

Kelly and Me—Universal-International. Direction, Robert Leonard. Kelly, a talented white shepherd dog, wanders into the second-rate vaudeville act of hoofer Van Johnson and makes it such a success that the pair ultimately end up in Hollywood. The performer's jealousy of the dog almost breaks up their partnership. However, the blow to his ego is softened when he wins the love of the pretty daughter of a motion picture director. Behind-the-scene shots of old-time movie making are amusing. In Cinemascope and Technicolor. Leading players: Van Johnson, Piper Laurie, Kelly.

Family

12-15

8-12

Entertaining

Fair

Fair

The Spirit of St. Louis—Warner Brothers. Direction, Billy Wilder. This is the story of that valiant small plane which made history thirty years ago when Charles Lindbergh flew it across the Atlantic with nothing to guide him but the stars. As played by James Stewart, in his usual sincere and disarming fashion, Lindbergh is an appealing but standardized hero. Authentic scenes of the building of the ship are lively and fresh. Well handled also are flashbacks showing Lindbergh stunting in daredevil fashion over country fairs and flying the mail through blinding blizzards. The transatlantic flight itself, starting at dawn on a rain-soaked runway, is an intense piece of drama all the way to Le Bourget Field. Leading players: James Stewart, Murray Hamilton.

Family

12-15

8-12

Excellent

Excellent

Excellent

Tammy—Universal-International. Direction, Joseph Pevney. This latest variation of the Cinderella story, produced in Technicolor and Cinemascope, takes place in the picturesque bayou country. Charming and unworldly Debbie Reynolds lives with her grandfather on a river boat moored along the Mississippi. Her only friend and confidante is a goat. Grandpa (a role relished by Walter Brennan) is a part-time preacher who makes corn liquor at his private still in the swamps. The meeting with Prince Charming (a boy of aristocratic Southern back-



The carefree days of childhood are enchantingly re-created in *The Red Balloon*.

ground) involves a wrecked plane and a rescue by Grandpa and Tammy. When Grandpa is cornered by the "revenooers," Tammy is sent to Prince Charming's mansion to live until he has served out his jail sentence. Leading players: Debbie Reynolds, Walter Brennan, Leslie Nielsen, Mildred Natwick.

Family

12-15

8-12

Delightful

Delightful

Delightful

ADULTS AND YOUNG PEOPLE

Beyond Mombasa—Columbia. Direction, George Marshall. Tough and taciturn Cornel Wilde sets out on a safari to find the uranium mine of his murdered brother. (He and his partner suspect each other of the killing.) His adventures are no different from those of old-fashioned melodramas, though the African settings are authentic and colorful, with plenty of wild animals. Leading players: Cornel Wilde, Edmund Gwenn, Donna Reed.

Adults

15-18

12-15

Run-of-the-mill adventure tale

The Big Boodle—United Artists. Direction, Richard Wilson. When a strange blonde passes him a counterfeit 500-peso note,

blackjack dealer Errol Flynn becomes the victim of mysterious, brutal attacks and is suspected by the Havana police. An exciting chase through Morro Castle adds interest to an otherwise overplotted, long-drawn-out picture. Leading players: Errol Flynn, Rossana Rory.

Adults	15-18	12-15
Mediocre	Mediocre	No

The Big Land—Warner Brothers. Direction, Gordon Douglas. In this post Civil War western, Alan Ladd, without the usual chip on his shoulder, is a violence-weary veteran. After driving his cattle long, dusty miles to Missouri, he is forced to sell them for a pittance because he refuses to fight the unscrupulous buyer. Some of the more constructive aspects of life in the West are portrayed when he aids a drunken, down-and-out architect, played by Edmond O'Brien, and succeeds in bringing a railroad spur into winter wheat country, so that settlers can sell their cattle to legitimate buyers. There is still plenty of violence, however, and Ladd still has to fight and destroy the villain. Leading players: Alan Ladd, Edmond O'Brien.

Adults	15-18	12-15
Western fans	Western fans	Western fans

Fear Strikes Out—Paramount. Direction, Robert Mulligan. Based on the true story of Jim Piersall, Boston Red Sox outfielder, this sensitively acted picture is produced with taste. Its locale—the shabby home of the Piersalls and the baseball park—is authentic, and the people seem real and not glamorized versions of themselves. Jim, a tense and serious lad, rises swiftly from sand lotter to major leaguer, but the price he pays is mental illness. Jim's father, a frustrated ball player who has never been a success in business, encourages, cajoles, and painfully browbeats the boy up the baseball ladder. Although Jim marries and becomes a father, the love story is secondary to the nerve-racking drive toward baseball fame and fortune. The black and white photography is excellent. Leading players: Anthony Perkins, Karl Malden.

Adults	15-18	12-15
Excellent of its type	Mature	Mature

Funny Face—Paramount. Direction, Stanley Donen. This fresh and delightful musical satire spoofs the executives of a fashion magazine as they seek, find, dress, and display a model for the cover of their next issue. Views of the swank interiors of the magazine office, a Greenwich Village bookstore, and a Paris fashion salon are smoothly blended with colorful scenes of the Eiffel Tower, the Left Bank, and the streets and cafés of Paris. Lovely Audrey Hepburn dances expertly, and Fred Astaire's dancing and acting are as capable as ever. The old Gershwin tunes in new settings are enjoyable. Leading players: Audrey Hepburn, Fred Astaire.

Adults	15-18	12-15
Delightful	Delightful	Mature

Gold of Naples—Ponti De Laurentiis. Direction, Vittorio De Sica. Against picturesque Neapolitan backgrounds, four short Italian plays are enacted with vigor and color. "The Racketeer" depicts the rebellion of a gentle clown against the domination of an arrogant racketeer. In "Pizza on Credit" a solemn pizza merchant and his coquettish wife go hunting for a valuable lost ring. "The Gambler" features Vittorio De Sica as a gambler, married to a rich woman, who is reduced to playing cards with the caretaker's boy. "Theresa" concerns gay wedding festivities and their bitter aftermath. The tales are linked together by irony, both gentle and stinging. Characterizations and direction are flavorful, and the treatment is sophisticated. Leading players: Toto, Sophia Loren, Silvana Mangano.

Adults	15-18	12-15
Good of its type	Mature	No

Gun Fight at the O.K. Corral—Paramount. Direction, John Sturges. The legend of Wyatt Earp and Doc Holliday has taken on artistry in this beautifully produced western. Burt Lancaster is cast as Wyatt Earp in a heroic, larger-than-life role. Doc Holliday, brilliantly acted by Kirk Douglas, is an intense and lonely person. Moody, complex, proud of his Southern heritage, he desperately needs the love of the saloon girl, Kate (touchingly portrayed by Jo Van Fleet). He is both sharply arrogant and deeply grateful for the unexpected friendship of Wyatt Earp. In the final gunfight at the O.K. Corral in Tombstone, Wyatt Earp, his brothers, and Doc Holliday wipe out the entire Clanton gang. Dimitri Tiomkin's plaintive music enhances the underlying melancholy. Leading players: Burt Lancaster, Kirk Douglas, Jo Van Fleet.

Adults	15-18	12-15
Entertaining	Entertaining	Entertaining

Guns of Fort Petticoat—Columbia. Direction, George Marshall. Texan Audie Murphy deserts the Union Army and organizes a group of Southern border women into a fighting unit to face the Indians. He also drives off some white raiders and finds

romance. The action includes plenty of shooting and a lynching. Leading players: Audie Murphy, Kathryn Grant.

Adults	15-18	12-15
Western fans	Western fans	Western fans

The Incredible Shrinking Man—Universal-International. Direction, Jack Arnold. This tense and remarkably ingenious melodrama describes the gradual shrinking of a young man to a mite-size when insecticides and radiation reverse his growth processes. Quiet terror mounts as scientists try to find an antidote in a suspense-filled race with time. When the poor creature shrinks to five inches, he is attacked by the family cat and falls down the cellar stairs. Like a lone Lilliputian he begins his struggle for survival, working with matches and pins to secure some cheese from a mouse trap. Because the plot skims the surface of human emotions and interest centers on novelty rather than on heartbreak, the tragic ending seems incongruous. Leading players: Grant Williams, Randy Stuart.

Adults	15-18	12-15
	Ingenious science-fiction thriller	

Lizzie—MGM. Direction, Hugo Haas. Eleanor Parker gives a fine performance as a young girl with a split personality. Under the hypnotism of a psychiatrist, she reveals three separate personalities. Lizzie is the "bad" one, fast overtaking the dominant Elizabeth, the sick and fearful one. Beth, the original child, is a gentle, lovely girl who disappeared after a horrifying incident in her early teens. Leading players: Eleanor Parker, Joan Blondell, Richard Boone, Hugo Haas.

Adults	15-18	12-15
Matter of taste	No	No

The Lonely Man—Paramount. Direction, Henry Levin. Gummie Jack Palance is the lost and lonely man in this film. He is followed into the mountains by his young son, who hates him and who taunts him about his treatment of the boy's mother. But the boy learns that his father is really a simple and devoted man whose wife pushed him into committing murder. The son's courageous but foolhardy capture of a wild horse symbolizes his achievement of manhood, and gives the father a few brief moments of happiness. Leading players: Jack Palance, Anthony Perkins.

Adults	15-18	12-15
Uneven western	Uneven western	Mature

Lost Continent—Lopert Films. Direction, Leonardo Bonzi. An adventure into the realms of primitive civilizations in the islands of the Malayan Archipelago is photographed with breath-taking beauty. The religious customs that dominate life in this area are made even more strange and vivid by the use of esoteric (and strangely appropriate) sound effects. This rare film experience culminates in a scene of furious sound and action accompanying a tribal courtship and wedding. Would-be anthropologists particularly will enjoy this picture.

Adults	15-18	12-15
Excellent	Quite mature	With adults

Men in War—United Artists. Direction, Anthony Mann. This film dramatizes with power and realism the agonizing retreat of an American platoon lost in Korea. The seventeen men, crawling through enemy territory toward a distant hill, are joined by a bumptious but devoted sergeant who is determined to get his shell-shocked colonel back to the base hospital. The lieutenant in charge commandeers the sergeant's jeep, stating laconically, "You're expendable, but my men aren't." The picture builds toward a harsh, almost unbearable climax when the last few miles the men must cover are found to be mined. Leading players: Robert Ryan, Aldo Ray.

Adults	15-18	12-15
Excellent war picture	Grim	Grim

Oh, Men! Oh, Women—20th Century-Fox. Direction, Nunnally Johnson. A wacky Broadway farce about a psychoanalyst who cannot solve his own romantic problems. The cast includes his featherbrained fiancée, her former lover, who refuses to be forgotten, and a luscious blonde patient and her actor husband (well played by Dan Dailey). The farce comes to the not-very-startling conclusion that men and women want different things: Men want women, and women want men! Author and director share honors with an expert cast. Leading players: Dan Dailey, David Niven, Ginger Rogers.

Adults	15-18	12-15
Wacky farce	Wacky farce	Mature

Phantom Stagecoach—Columbia. Direction, Ray Nazarro. A routine western that boasts one novelty—an iron-plated stagecoach. This armored vehicle belongs to the villain, who successfully robs a rival stagecoach company until he tangles with the hero, a Wells Fargo investigator. Leading players: Richard Webb, William Bishop.

Adults	15-18	12-15
Western fans	Western fans	Western fans

Ride the High Iron—Columbia. Direction, Don Weiss. The young son of poor but devoted Polish immigrants is ashamed of his humble beginnings, and it takes a major tragedy to bring him back to his senses. Leading players: Don Taylor, Sally Forrest.

Adults 15-18 12-15
Mediocre Poor production and false values

Shadow on the Window—Columbia. Director, William Asher. A small boy, in a state of shock because he has just seen three young men brutally kill an old man and knock down his own mother, is picked up by the police. Suspense mounts as the police, who cannot get the boy to speak, have to search without a clue for his mother, who is being held prisoner by the murderers. Leading players: Phil Carey, Betty Garrett.

Adults 15-18 12-15
Mediocre thriller Mediocre thriller Poor

The Storm Raider—20th Century-Fox. Direction, Edward Bernds. A dust storm blows Scott Brady into a western town. He sets himself up as big man among the small ranchers and leads them in a fight against a predatory cattle association. Stereotyped action and characters, with overly melodramatic music. Leading players: Scott Brady, Mala Powers.

Adults 15-18 12-15
Mediocre western Mediocre western Mediocre western

The Tattered Dress—Universal-International. Direction, Jack Arnold. A New York lawyer, notorious for winning cases for guilty clients, is called in to defend a wealthy killer. In securing a successful verdict, the lawyer makes an enemy of the town sheriff, who in revenge frames him on a bribery charge. A slick, lurid courtroom melodrama. Leading players: Jeff Chandler, Jack Carson.

Adults 15-18 12-15
Matter of taste Very poor No

Tears for Simon—Republic. Direction, Guy Green. A well-made British thriller about the kidnapping of an American baby in London and the thorough way the police work to find the child. As one student reviewer said, "Each clue, lead, and character is painstakingly tracked down and checked, and frequently (as in real life) it is found useless. This technique is quite different from the average American mystery, in which each clue or person introduced is meaningful, contributing to the solution." Leading players: David Farrar, David Knight.

Adults 15-18 12-15
Good Good Yes

The True Story of Jesse James—20th Century-Fox. Direction, Nicholas Ray. This film sets out to analyze the character of Jesse James by using flashbacks to illustrate specific points: that he was a good boy, loved his mother, was a loving husband and father, and turned criminal only when he became embittered by war and injustice at home. Robert Wagner as Jesse looks like a well-scrubbed, well-fed college sophomore, and in his twenty years of hard riding, thieving, and killing he ages not one iota. The incidents are poorly and unimaginatively strung together. Leading players: Robert Wagner, Jeffrey Hunter.

Adults 15-18 12-15
Mediocre Mediocre Poor

Twelve Angry Men—United Artists. Direction, Sidney Lumet. An all-male jury is faced with the choice of sending a young boy to the electric chair for murder or releasing him because there is a "reasonable doubt." Eleven of the jurors are convinced of the prisoner's guilt. The twelfth doesn't think it is right to send anyone to his death without at least taking a few minutes to talk things over. However, the minutes stretch into hours as, under the gently insistent prodding of this man, the other jurors slowly, painfully, angrily awake to their responsibilities. Finally, after reviewing the trial and evaluating circumstantial evidence that they had just accepted before, they arrive at a genuine verdict. Leading players: Henry Fonda, Lee J. Cobb.

Adults 15-18 12-15
Excellent Excellent Excellent

The Wings of Eagles—MGM. Direction, John Ford. Based on the life and writings of Commander Frank W. ("Spig") Wead, this film biography exhibits the broad farce and sentimentality found in many of John Ford's films. John Wayne plays a navy officer who, in lighthearted pre-World War II tradition, flagrantly disregards regulations. When the commander becomes almost totally paralyzed through an accident, his assistant, Dan Dailey, encourages him to learn to walk again and to persist in his writing until rejection slips turn into checks. To the casual viewer the commander's success might seem to be directly due to his bold flouting of authority and the quantities of liquor he consumes. Leading players: John Wayne, Maureen O'Hara, Dan Dailey.

Adults 15-18 12-15
Matter of taste Poor Poor

MOTION PICTURES PREVIOUSLY REVIEWED

Above Us the Waves—Children, yes; young people and adults, excellent of its type.
Albert Schweitzer—Children and young people, yes; adults, excellent.

Anastasia—Children, good; young people, excellent; adults, excellent romantic drama.

Around the World in Eighty Days—Children, long, but fun; young people and adults, delightful.

Baby Doll—Children and young people, no; adults, matter of taste.
The Barretts of Wimpole Street—Children, very mature; young people, mature; adults, excellent.

Battle Hymns—Good material.
Beautiful but Dangerous—Matter of taste.

Big Fun Carnival—Fair.
The Black Whip—Children and young people, very poor; adults, poor.

Buckle Up, America!—Children, yes; young people, entertaining; adults, light musical.
A Cowboy Needs a Horse—Children, amusing; young people and adults, good.

Crime of Passion—Children, no; young people and adults, poor.
Cyclone—Children and young people, no; adults, poor.

Dance with Me, Henry—Mediocre.
Death of a Scoundrel—Children, no; young people, poor; adults, matter of taste.

The Delinquents—Children and young people, no; adults, poor.
The Desperados Are in Town—Very poor.

Disneyland U.S.A.—Entertaining.
Don't Knock the Rock—Children and young people, possibly as a discussion film on the merits and abuse of various dance forms; adults, matter of taste.

Drango—Children, mature; young people and adults, excellent of its type.
Edge of the City—Children and young people, good; adults, excellent.

Everything but the Truth—Good.
Five Steps to Danger—Fair.

Four Boys and a Gun—Children, no; young people and adults, poor.
Four Girls in Town—Children, yes; young people, pleasant; adults, pleasant light comedy.

Friendly Persuasion—Excellent.
Full of Life—Children and young people, mature; adults, entertaining.

Glow—Children, not for the restless; young people and adults, highly entertaining.
The Girl Can't Help It—Children, no; young people and adults, matter of taste.

The Girl He Left Behind—Poor.
The Great American Pastime—Children and young people, poor; adults, mediocre.

The Great Man—Children and young people, mature; adults, excellent of its type.
Gun for a Coward—Children, mature; young people and adults, psychological western.

Gun the Man Down—Poor.
The Halliday Brand—Children and young people, poor; adults, mediocre.

The Happy Road—Entertaining.
Hollywood or Bust—Martin and Lewis fans.

The Iron Petticoat—Hope and/or Hepburn fans.
Istanbul—Fair.

Julia—Tense thriller for all ages.
The King and Four Queens—Children and young people, very poor; adults, poor.

La Sorciere—Children, mature; young people and adults, fair.
The Last Man to Hang—Children, mature; young people and adults, mediocre.

The Living Idol—Children, mature; young people, exciting mystery; adults, matter of taste.
Love Me Tender—Matter of taste.

Madame Butterfly—Excellent.
Marcelino—Children and young people, mature; adults, appealing.

Mister Cory—Children, no; young people, poor; adults, matter of taste.
The Night Runner—Children, mature; young people and adults, matter of taste.

Nightfall—Children and young people, yes; adults, good of its type.
Oasis—Poor.

Oedipus Rex—Children, mature; young people and adults, excellent.
Pantaloons—Children and young people, no; adults, poor.

The Quiet Gun—Children, mature; young people and adults, western fans.
The Rainmaker—Children, mature; young people and adults, good.

Revolt at Fort Laramie—Good western melodrama.
Rock, Pretty Baby—Children, no; young people, poor; adults, pretty poor.

Rumble on the Dock—Children, no; young people, poor; adults, matter of taste.
Running Target—An off-beat western.

The Saga of Sambo—Children, yes; young people and adults, delightful.
Secrets of Life—Excellent.

Sierra Stranger—Western fans.
The Silken Affair—Children and young people, yes; adults, fair.

Smiley—Children, with explanation; young people, enjoyable; adults, with reservations.
Suicide Mission—Good.

Tea House of the August Moon—Excellent satiric farce for all ages.
Ten and Sympathy—Children and young people, no; adults, provocative.

Teenage Rebel—Children, possibly; young people, yes; adults, well produced.
Tel Aviv Taxi—Children, mature; young people and adults, fair.

The Ten Commandments—Elaborate Biblical spectacle.
Three Brave Men—Children and young people, good; adults, excellent of its type.

Three for Jamie Dawn—Children, no; young people, mature; adults, fair.
Three Violent People—Children, poor; young people and adults, western soap opera.

Top Secret Affair—Children, no; young people, sophisticated; adults, matter of taste.
Two Lovers Had I—Children, slow; young people, yes; adults, matter of taste.

The Unknown—Children, mature; young people and adults, science-fiction fans.
Utah Blaine—Children, yes; young people and adults, western fans.

Vitalizer—Children and young people, no; adults, matter of taste.
We Are All Murderers—Children, with discussion; young people, mature; adults, moving indictment of capital punishment.

Wee Geordie—Very enjoyable.
Westward Ho, the Wagons!—Fair.

Wild Party—Children and young people, no; adults, matter of taste.
A Woman's Devotion—Children, no; young people, poor; adults, matter of taste.

The Women of Pitcairne Island—Poor.
The Wrong Man—Children, mature; young people and adults, unusual Hitchcock.

The Young Stranger—Children, very mature; young people, mature; adults, well produced and provocative.
Zorak—Children, yes; young people and adults, run-of-the-mill adventure story.

OPINIONS BY POST

Dear Editor:

I would like you to know that the editorial on page 25 of the February issue, "That People Shall Live as One Family of Man," is indeed fine. Our high school sponsors a brotherhood assembly during Brotherhood Week. We are going to introduce our assembly this year by reading the editorial to our student body of fifteen hundred students as a part of the annual program. The reading of this editorial will be followed by the showing of the film *Chuck Hanson—One Guy*, which we are obtaining from the National Conference of Christians and Jews.

Would you please express my appreciation to the author for stating so clearly the important principles of brotherhood as they apply here in America.

CHARLES O. AUSTIN, JR.

Principal, Rock Island Senior High School
Rock Island, Illinois

Dear Editor:

I was very much impressed by the article "Can Poets Unseat the Comics?" in the February *National Parent-Teacher*. The answer is "Yes, yes, yes" if we parents do our part in our homes. How wonderful of Sam Hall to open the doors of his pupils' souls to poetry!

I am an immigrant from Switzerland and my English is clumsy, but I hope that my love for poetry shines through when I read to our five children. We have been reading them poetry for some years, and we all love it. Even our third child, a six-year-old boy, prefers Robert Louis Stevenson's *Child's Garden of Verses* to any other book. . . .

I think your magazine is outstanding, and I would like to thank you for everything you do for us as members of the P.T.A.

EDITH MUELLER

Ogden, Utah

Editor's note: Though we know that there are *National Parent-Teacher* subscribers in nearly every country of the world, we're especially glad to hear from faraway friends. This subscriber from Israel sends us a Bible quiz to challenge our readers. Answers will be found at the bottom of column 2.

Dear Editor:

I trust your readers will be well served by you with the enclosed quiz questions. Please use them to your own and your readers' satisfaction.

They not only enlighten and entertain, they also induce the good habit of reading the good book.

Bialik Sabinaia, Israel

S. ELKON

BIBLICAL QUIZ

1. Who was the first laughing lady?
2. Who was the first weeping baby?
3. Who was the first orphan baby?
4. Who was the first lady judge?

5. Who was the kissing prophet?
6. Who was the first lady musician?
7. Who was the first Biblical lady that became affluent because of her beauty?
8. Who was the first to wash his face?
9. Whose husband asked her to bake cakes for unexpected guests?
10. Who was the first barefoot father?

Dear Editor:

"Fairlawns" takes its place with my other *National Parent-Teacher* favorites—"A Life That Is Better than Beans" and "Island Scholar Maker."

It sounded so real! May we soon hear that someone has made it so.

JUNE LYONS

New Smyrna Beach, Florida

Dear Editor:

I was profoundly shocked by the letter from Mr. Raymond P. Janicek in the February *National Parent-Teacher*.

Writing of a sixteen-year-old boy who absconded with a large sum of money, which it was part of his daily duties to take to the bank for his employer, Mr. Janicek says, "These parents had failed in their duty. . . ."

He does not suggest that to entrust a young boy with thousands of dollars every day was an extraordinary thing to do. Yet in the first place, there was danger that the boy would be waylaid, robbed, and injured. In the second place, he was burdened with an intolerable temptation. The fact that he had dropped out of high school without graduating might in itself have suggested that he lacked the strong character and mature judgment that could have protected him from such a temptation. . . .

When I was in school, any child who left money lying around was held equally culpable with the child who stole it. There was a strict rule that money was under no circumstances to be left in a coat pocket in the cloakroom. At home, my mother and father were emphatic about the "wickedness" of putting temptation in the way of maids, delivery boys, visiting children, or others whose needs or desires might outstrip their judgment. The Bible, we were told, says, "Thou shalt not put a stumbling-block in thy neighbor's path."

Nowadays we are constantly being urged not to leave parked cars without locking them and removing the keys, because persons who otherwise would not interfere with them are tempted by the wide-open opportunity.

It seems to me, then, that this boy's employer was guilty of grave negligence.

EVA J. GELLER

President, Demonstration School P.T.A.
Jersey City, New Jersey

ANSWERS TO BIBLICAL QUIZ

- (1) Sarah, Gen. 18:12; (2) Moses, Ex. 2:6; (3) Benjamin, Gen. 35:18; (4) Deborah, Jud. 4:4; (5) Samuel, I Sam. 10:1; (6) Miriam, Ex. 15:20; (7) Sarah, Gen. 12:14-16; (8) Joseph, Gen. 43:31; (9) Sarah's, Gen. 18:6-8; (10) David, II Sam. 15:30.

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